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Higher Education

SUPPLEMENT

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Students may get £17,000 sit-in bill

from Tim Althert

LANCASTER
The students' union at Lancaster University, whose annual income is £60,000, may get a £17,000 bill for the 12 day sit-in last term.

The sum includes £1,717 for repairs to University House, £1,775 for expenses incurred by the 11th Sheriff and 25 bailiffs in evicting the students, £300 in council fees, and an estimated £3,000 to £4,000 solicitors' fees.

The sheriff's office has also asked the university for a fee of £7,824—calculated on the basis of 3 per cent of the annual rateable value of the property—and in this case the property has been interpreted as the whole university.

The university's lawyers say the figure should be based only on the property reclaimed (University House) and that the bill should be only £220. Mr Stephen Jefferys, university secretary, said he had no option but to recommend to council that, subject to legal approval, they should pass the bill on to the students' union. He added that it was possible they could come to some agreement about pay over a period of time.

The 28 students disciplined by a special committee of senate gave notice of their appeal this week. Their letters in the secretary for students' affairs say they are appealing against the tribunal, its procedures, its decisions, and its penalties. They say new evidence has come to light.

The appeal will be heard, at a date as yet unspecified, by the university's committee of appeals and equity. It will have a chairman (not necessarily a member of the university), a senior member, and a junior member, all three appointed by the senate in consultation with the student representative council. The students say they will be legally represented.

A meeting of about 30 members of the Association of Scientific, Technical and Managerial Staffs academic group passed a motion saying it believed the "tribunal" was "morally and constitutionally indefensible" and deplored the "tribunal", the use of suspensions before the cases had been heard, and the severity of the penalties.

Both vice-chancellor and student leaders seemed deadlocked, refusing to alter their positions over the three basic issues: the rent strike, the disciplinary proceedings and the occupation. On Wednesday senate was due to meet to discuss a proposal from the vice-chancellor and pm vice-chancellors that the student representative council should abolish its own executive and general meeting; and from Professor A. H. Worsley to clamp down on the use of loud-bullies on the campus.

On the same day the NUS was organising its day of action in Lancaster, and the Lancaster students' union was due to discuss whether or not to hold another occupation.

Leader, page 14
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Yale gives guide on free speech

Detailed guidelines to ensure freedom of expression at Yale have been drawn up by a committee established after Professor William Shockley, the controversial Stanford physicist, had been prevented by students from speaking on the campus last year.

Details page 12

UGC hints at cuts in grants to slow growth universities

A strong hint that the University Grants Committee may be forced to cut its grants to universities with slow rates of growth was given this week in a letter from Sir Frederick Dalman, the chairman.

The letter told each university its grant for the academic year 1975-76.

Sir Frederick said the UGC could hope to rectify any disparity arising from different rates of growth in the future. It would do its utmost to ensure that the "total resources" available to universities were adequate for their "future tasks".

It ended: "Looking as time is bound to do at present, at a situation where resources are extremely short, such rectification could, I am afraid, imply reduction of commitments and/or some further pressure on the level of grant. It is possible to make to those universities which have the slowest rate of expansion."

The letter says that if the rate of inflation moderates slightly, every university should have a minimal increase in resources next year. Unless the rate of inflation is very much less, however, student costs will be reduced in universities that are expanding.

Inquiries by *The Times* this week suggested that the universities can expect no relief from financial hardship to 1975-76. No relaxation of the stringent economies instituted in the past two years is contemplated. Academic and non-academic posts will stay frozen and maintenance and repair work will remain undiminished unless absolutely imperative.

Leeds University, faced with a deficit this year in excess of £500,000 were least pessimistic. A spokesman said that in the circumstances it was satisfied with its allocation which would enable it significantly to reduce its deficit and improve morale.

Most universities accepted their allocations with resignation, although all agreed that the sum-

was inadequate. One view was that the UGC had been especially fair to those which had slow or no growth policies.

The settlement was said to be a "trimming, but not disastrous", but a disincentive to expansion.

The largest allocation, £17.16m, goes inevitably to London University—its size and number of colleges coupled with the London weighting in salaries mean that it has financial problems on a different scale to the rest of the country. Of universities canvassed this week, Manchester University had the next largest share (£17.9m) followed by Oxford (£16.2m), Cambridge (£16.2m) and Leeds (£15.7m).

Bath University, which received only £4.1m argued that it should have been compensated for reaching its student enrolment target. "If we are in a stable deficit in the coming year, Bath will have to consider drastic measures such as early retirement," a spokesman commented.

Mr Edward Dhill, deputy bursar at York University, said its £3.8m award "Should keep us going as we are, although we may be able to restore one or two of the posts frozen last year". Mr A. M. Currie of Sheffield University said of his university's £11.9m award: "It is what we expected. It is going to keep us in considerable difficulty."

Mr Ted Bell of Reading University said: "The whole business makes nonsense of quinquennial planning. What we are doing is living from year to year, making decisions at the latest possible stage."

Sussex University, which was able to make up for inflation in 1974-75 by using reserve funds, will have to introduce cutbacks in its operation now that its reserves have been used up. The UGC has awarded £6.1m—not enough to maintain the status quo, according to Mr Ray Howard, Sussex's Finance Officer.

Among the points made in Sir Frederick's letter were: "In relation to expenditure other than on sal-

How the grant was divided

University Recurrent Grants 1975/76

Aberdeen	9,425,000
Aston	7,852,000
Bath	4,097,000
Birmingham	15,705,000
Bradford	7,808,000
Brunel	4,814,000
Cambridge	16,227,000
Dundee	6,750,000
Exeter	5,252,000
Lancaster	5,010,000
Leeds	15,711,000
Liverpool	14,140,000
London	97,164,000
Manchester	17,921,000
Oxford	16,702,000
Sheffield	11,921,000
Sussex	6,101,000
Strathclyde	8,750,000
Swansea	6,101,000
Wales	26,407,000
York	4,779,000

aries of academic and related staff, the grants are at a notional price level in January 1976 and an further grant in respect of inflation of these costs during the year is to be expected. The grants embody provision for academic and related staff salaries in the 1974 level plus authorized threshold payments.

The grant is out of the estimated additional revenue arising from the increase of £70 in tuition fees on the assumption that this applies to all full-time students. However, the committee have kept a special reserve and will accept claims for supplementary grants towards the cost of meeting waivers of the increase in cases of hardship.

"We shall be in touch with your Finance Officer separately about the maximum sum within which claims will be accepted and the machinery for making them."

Any earmarked grants for 1975-76, including those for social work training courses, are included in the total grant, and should be regarded as increased, to be consistent with the price basis now established. Universities will wish to review the indicated amount for vacation study and field course expenses in the light of current costs. The separate payments for the cost of pensions increases for retired members of academic and related staff are not included in the grant.

"The committee greatly regret that it has not yet been possible in

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College closures 'madness' says Butler

by David Hencke

The Government's plan to close 30 colleges of education was described as "absolute madness" this week by Lord Butler, Minister of Education, in a letter to the House of Commons.

Lord Butler, who said he would be raising the issue in the House of Lords, has written to Mr Prentice, Secretary of State for Education, supporting Darlington College of Education's case for remaining open.

The College, 103 years old, has a strong reputation in nursery education, and is the last remaining college of the British and Foreign School Society, which pioneered teacher training in Britain. Lord Butler is a past president of the society.

Lord Butler said he disagreed with the Government's proposition that there would be too many teachers and predicted that the final result could be a shortage of qualified teachers.

"The present Government appear to have a most unenlightened policy. They appear to know nothing about education and are more concerned with social equality than the quality of education," he said. Lord Butler is one of a growing number of peers and MPs who are

concerned about the future of teacher training.

Darlington College of Education received the support of six MPs from the north-east who met Lord Crichton-Hunt, Minister of State for Education, this week in an attempt to persuade him to reverse a proposal by Department of Education and Science officials to close the college in 1978.

Lord Belsford, a former Parliamentary Secretary of State at the Department of Education and Science in the last Conservative government, has also written to Mr Prentice, supporting the college.

Darlington Borough Council has written to Mr William expressing its grave concern and adding that "this measure would be detrimental to the economic, social and cultural life of the town and have a damaging and adverse effect upon its schools and upon education in the borough".

Students at the 435-place college are organising a petition with the aim of securing 100,000 signatures opposing the closure and there has been a widespread press campaign in the Darlington and Middlesbrough newspapers.

The DES letter which decided to allocate 1,100 places to Durham virtually recommended the end of teacher training at both the Darlington

college and the neighbouring college of Middlesbrough St. George if it is transferred to the Cleveland education authority.

The letter said: "Our inclination as officials is against allocating the available places at Darlington to Middlesbrough St. George or (as Durham education authority proposed) by merger of both colleges with Darlington College of Technology."

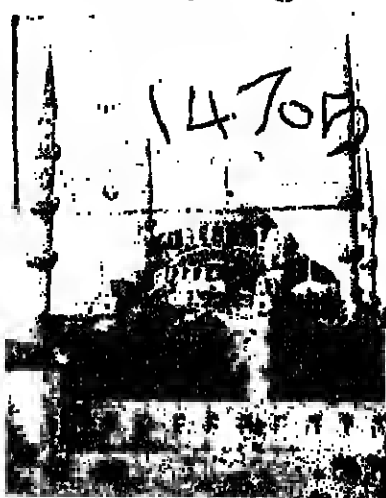
"Compared with Neville's Cross, neither of the two colleges in South Durham recruits a high proportion of students with two or more A levels and Middlesbrough St. George has not regularly been able to fill all its available places." The letter adds that there is only a small demand for higher education in Darlington.

Mr Alan Ford, head of history and campaign officer for Darlington College of Education, refutes both points. He said that figures confirmed by the Queen Elizabeth sixth form college, Darlington, showed that 113 out of its 200 students were applying for university places and there were 31 applications for polytechnics and 12 for colleges of education.

It was true that the college had a low number of two A-level entrants, but since nearly a third of initial and in-service students were taking nursery education courses this was not surprising.

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'Britain must pave way for student influx from oil-producing countries'

by Frances Gibb

Britain must prepare itself to face strong pressures from the oil-producing countries to increase the number of students studying in Britain, Sir John Llewellyn, director general of the British Council, told a conference on overseas students in London last week.

"We are now entering quite a new stage in relationships with overseas students. They come at a time when we have greater internal problems, in a financial sense, than we have known for a long time. We are being looked on by parts of the developing world as a kind of Mecca, towards which, now that they can afford it, they are moving," he said.

The increase would not be confined to universities and it was important that Britain organized to deal with the likely expansion. Many of the overseas students from oil-producing countries would come to Britain under a mid educational services scheme, under which large numbers of students will be trained.

Sir John told the conference that the Government was considering setting up a high level committee to examine these services in conjunction with the building and equipment industries, which could assist the oil-producing countries with advice on equipment and the design and construction of buildings.

The conference, attended by about 200 delegates from educational and welfare institutions dealing with overseas students, examined accommodation, language testing, insurance requirements and cultural orientation.

It was in Britain's interest to respond to the expansion, Sir John said. Apart from the social advantage of bringing young intelligent people into the country, the countries from which they came would need huge quantities of buildings and books which could help Britain's economy.

Overseas students now formed one-sixth of all undergraduates in Britain, and a higher proportion of postgraduates. Citing Iran, he said,

their government at present spent about £10m on education here and was prepared to increase this to £30m.

Housing was, however, still a major problem and difficulties due to the expected increase in numbers, is to form part of the council's submission to the government committee on paid educational services. Mr Peter Martin, deputy controller in the education and science division, told the conference.

Mr Dick Lefanu, deputy director of the council's centre in London, said although the housing problem reflected the general housing situation overseas students did have particular problems.

"It is harder for them to rough it in sub-standard accommodation, in low communities as many British students are obliged to do. No oil landlords want overseas students, and although the great number of students are admirable, the few bad ones are remembered in a way that British students would not be."

The problem was worse for polytechnics than for universities. Polytechnics had no residential facilities, and were obliged to charge economic rents for overseas students and this was beyond the means of all but a fairly small proportion, he said.

Mr Simon Mouldie, a lecturer at South Bank Polytechnic, said university residences were in the proportion of one room to every 24 students, against polytechnic residences one room per 12.6 students. Yet, most overseas students were coming to polytechnics for undergraduate courses, and in universities for postgraduate courses.

Ideally, institutions should only offer places for students for whom they could provide accommodation, but it was not always possible to estimate accurately about the amount of private housing available, Mr Lefanu said.

It was suggested by one delegate that the Council for National Academic Awards should only validate polytechnic courses where sufficient housing could be provided.

Sir Dermot Milman, a council officer from the Overseas Students

Welfare Expansion Programme, said that OSWEP funds were almost exhausted. Out of the original £5,250,000 only 1700,000 was left. But the scheme could still support universities to provide residences for overseas students by £1,000 per place. This might cover the cost of conversion, if not the actual building, he said.

For polytechnics, the situation was more difficult, because they were totally government-financed and there could not be any voluntary contribution. This could be worked round, however, he said. If polytechnics or colleges provided some funds from non-governmental sources, OSWEP could assist them with a grant.

Universities and polytechnics should share case histories on the difficulties of estimating a student's qualifications. Miss Mary Wane, a research and liaison officer in the council's higher education department, suggested.

Her department had already set up the British Centre of a European network, which aimed to assist other countries in assessing British qualifications. In turn Britain was helped by other centres. The main worry for overseas students was whether or not their qualification would be accepted by a British institution, she said.

Filling in the Universities Central Council on Admissions, the Committee of Directors of Polytechnics said this week.

The CDP was commenting on the conditions of service document agreed recently by the Council of Local Education Authorities and the "recognized" teachers' organizations.

The statement, which emphasized the professional approach by polytechnic teachers, criticized the attitude of the Association of Teachers in Technical Institutions, the main further education teachers' association.

The ATT negotiated for several years with the CLEA and its predecessor for fixed minimum hours.

The CDP complained that it was not formally involved in these negotiations. Polytechnic directors were represented as employees through the Association of Principals of Technical Institutions, but the CDP was not involved as a management body.

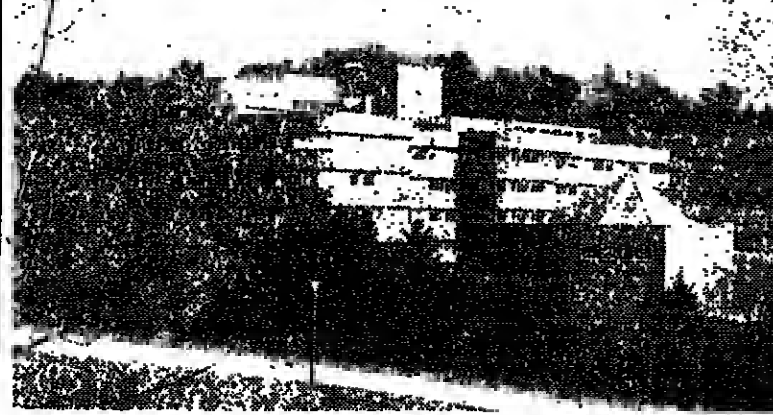
The statement by the CDP made a number of points given prominence by the Association of Polytechnic Teachers, the "breakaway" association of polytechnic lecturers.

The statement said it was very hard to see how appropriate conditions of service, consistent with the trends in educational development, and with the real needs of institutions, could be evolved without the direct involvement of the managers of the institutions concerned.

Strictly defined conditions of service were against the spirit of the Houghton report on teachers' pay. The Houghton recommendations recognized that the polytechnic teacher's job could not be compressed within a rigid structure of prescribed duties and hours.

"Our objections to these conditions of service are quite fundamental. We feel that our society is very much in need of a shift towards commitment, duty and service, and away from definition of maximum expected effort, and we would like to think that our sector of education could give a lead in that shift."

The APT was present recently at a meeting between the CDP and representatives of colleges of higher education.



This £900,000 serial studies building at Exeter University was opened recently by Lord Amory, the university's chancellor. The building, named after Lord Amory, is the largest on the campus, and will accommodate some 1,400 students from the departments of law, economics and statistics, economic history, sociology, politics and geography.

Fixed hours could damage polytechnics, CDP warns

by David Walker

Fixed hours and conditions for further education teachers could damage the polytechnics, the Committee of Directors of Polytechnics said this week.

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University College, Swansea, has decided not to appeal against the finding of an industrial tribunal in Cardiff that a lecturer who was not granted tenure at the end of his probationary period was dismissed.

A case for unfair dismissal of the lecturer, Mr Mike Weston, is now to be heard by the tribunal on May 21. It has been brought before the tribunal by the Association of Scientific, Technical and Managerial Staffs, of which he is a member.

The ASTMS is alleging that Mr Weston, who now teaches at the University of Essex, was not granted tenure by the college largely because of his involvement in trade union activities.

The college's decision not to appeal against the president's finding, which it had previously been given leave to do, follows a recent decision in the Court of Appeal over a case that had been brought against the BBC.

The appeal court, in a unanimous decision, found that if a fixed term contract of two years or more contained provision for it to be terminated after a particular period of notice given by either side, then

the contract was no longer technically fixed term.

In consequence, an employee whose contract was not renewed could claim that he had been unfairly dismissed or made redundant, even if a clause in the contract had excluded him from this right.

The significance of the court's decision is emphasized by the fact that the college's decision to dismiss Mr Weston was based on the grounds of redundancy, not on the grounds of unfair dismissal.

According to a note in the Bulletin, in terms of the law an employee may give up his rights to either redundancy payments or protection for unfair dismissal by agreeing in writing and before the expiry of a fixed term contract of at least two years that the rights shall be forgone.

The AUT says that a number of universities and research councils have made use of this provision, and that "some have done it by means which are plainly invalid and without legal force".

The appeal court decision would probably mean that many more members of the associated unions would be able to claim redundancy payments since a fixed term is one from which neither side can unilaterally escape by giving a period of notice.

Lack of well qualified candidates brings setback for admission of women to Cambridge

by Frances Gibb

No more Cambridge colleges should admit women students before 1980 because of a lack of well-qualified candidates, a consultative committee, set up to arrange the time-tabling of admission of women, has advised.

In a recent letter to the heads of colleges the committee reports that admission of women to the first three mixed colleges (Clare, Churchill and King's) has not produced the expected increase in applicants, but merely redistributed them from the women's colleges.

The adverse effects of this redistribution have so far been limited because there was a large pool of well-qualified candidates. But this pool has now been diminished.

Figures in the past two years showed that the number of well-qualified applicants was less than the planned number of places for women in 1976-78. Planned admissions are: Selwyn, 25-35 in 1976; Sidney Sussex, 25 in 1976; Trinity Hall, 30-35 in 1977; and Trinity, 30-70 in 1978. This would give a minimum of 110 places more than the 500 now offered.

In addition, the new Robinson College will also be mixed.

The number of candidates not offered a place for 1978, but highly recommended in the general pool was 82. Another 108 were recommended.

Cambridge also has to take account of the

competition from the mixed colleges at Oxford, which now offer about 600 places to women, the committee says.

It advises colleges to defer decisions on admission dates until 1978, when a survey of the impact on number, quality and subject distribution of the mixed colleges will be undertaken.

Further problems on the admission of women are outlined in the second report of the subcommittee on the admission of women, published last week. It warns colleges that admitting more women will necessitate an increase rather than a switch in arts teaching because the arts/science ratio will be altered.

If nine more colleges were to admit women after 1976, determined to build up their number to about 30 per cent of their undergraduate membership, they must each reckon on an increase of about 19 in their annual entry on the arts side of the college and about three or four on the science side.

Colleges are urged to consider collective responsibility in financing teaching posts, especially in arts subjects, in which more teachers were needed for supervision than for lecturing and examining.

"The potential strain on the resources of the poorer colleges will be considerable and the women's colleges may have difficulty in sustaining their present level of subjects."

To increase the percentage of women undergraduates at Cambridge to the national average of 36 per cent by 1981, nine more mixed colleges (or Trinity and seven others) would be needed.

If the advice of the consultative committee is followed, however, the percentage by 1981 is more likely to be about 30 per cent. "If the flaw of women applicants will sustain six to nine more mixed colleges, the percentage of women clearly could reach about 30 per cent by 1981."

Colleges admitting women are urged to try to equalize the arts/science ratio at postgraduate level by encouraging growth in the number of graduates in the natural sciences, mathematics and engineering.

They should cooperate with schools "in seeking out able girls who may be encouraged to apply for admission to read these subjects."

The percentage of women postgraduates could soon reach the national average of 23 per cent if the upward trend in research applications continues. At present, 16.9 per cent of Cambridge postgraduates are women.

The increase will alter the science/arts ratio by causing a fall in the proportion of science postgraduates from 23.9 per cent to almost the national average of 21.1 per cent. This conflicts with the university's long-term development policy of maintaining as high a proportion of science postgraduates as possible. Numbers in the arts faculties will increase by about two per cent more.

The balance among subjects will also alter. The present higher proportion of women in the physical sciences, mathematics and engineering would shift to medicine and biological sciences, subjects at present favoured by two-thirds of Cambridge women postgraduates.

Colleges should not give particular consideration to the balance of scores among postgraduates only, but rather in the college as a whole, the report says. They should not, however, attract large numbers of women postgraduates to offset a slow increase in women undergraduates.

The increase in undergraduate women at Cambridge will produce no more than a dozen full-time lectureships at the most, the subcommittee reports.

New posts will be created by the mixed colleges but it is unlikely that all finite vacancies in the mixed colleges will be filled by women.

Women are about one and a half times better represented on academic staff at other British universities than at Cambridge (6.6 per cent compared with 10 per cent), and this proportion at Cambridge has remained constant for the past 20 years.

One reason is the preponderance of the physical sciences, mathematics and engineering at Cambridge, in which the number of women is generally below average. Another is the "exceptionally high level of scientific competence required for appointment to posts", the report says.

Women are generally less well qualified in mathematics than men and "the remedy for this lies with the schools".

The colleges are urged to eliminate inequalities in the amount given to research fellowships but it is not recommended that the mixed colleges should necessarily seek to appoint women to fellowships.

Women in Ulster victims of outdated laws, report says

by Richard Cowper

Educationally, sexually, financially and legally the women of Northern Ireland are worse off than women in Britain, according to a report presented to two-day conference on women in Belfast last weekend.

Discrimination against women at home and under the law is widespread in Northern Ireland and is on a much larger scale than in the rest of the United Kingdom, says the report, published by Queen's University Students' Union.

The conference, held at Queen's University, was attended by some 70 women from student unions, trade unions and political parties from Ulster, Eire and Britain.

The 19-page document titled *A Report on Legal, Social and Economic Discrimination Against Women in Northern Ireland* contains a number of areas such as the age of consent, abortion, divorce and the women's right to an interest in the family home where out-of-date laws have already abolished in Britain.

Apart from the widespread legal discrimination, the report accuses the Government of pursuing a deliberately discriminatory policy

over the number of jobs open to women in government sponsored industries.

In education, it was found that while there appeared to be no deliberate discrimination in practice women tended to be limited by their traditional social role, ending up largely in institutes of education.

In the academic year 1971-72 there were over 4,000 male students of Queen's University whereas there were fewer than 2,000 female students. The report argues that "the work women do is often limited by their educational achievements".

Abortion is well nigh impossible to get in Northern Ireland. The 1967 Abortion Act does not apply to Ulster, and doctors can only help in the most extreme cases where there is a genetic risk or where the woman is mentally subnormal.

Ulster's divorce laws have not been changed to come into line with the new law passed recently in Britain which makes it possible to get a divorce after two years on grounds of incompatibility and irretrievable breakdown, the report points out.

News in brief

CNAH Honorary degree awards

Honorary degrees will be conferred on six people by the Council for National Academic Awards at a ceremony in the Queen Elizabeth Hall on June 3.

The six honorary degree candidates are: Sir Dermot Milman, vice-chancellor and Warden of Durham University and a former chairman of the Committee of Vice-Chancellors and Principals; Sir William Goldstream, Slone Professor, department of fine art at the University College of London since 1949; Sir Alec Hargreaves, advanced design consultant with British Leyland (Austin-Morris) Ltd since 1972; Dame Kathleen Ollerenshaw, Lord Mayor designate of Manchester and deputy chairman of Manchester Polytechnic; Jean Piaget, professor of child psychology at Geneva University since 1923; and George Rochester, professor of physics at the University of Durham.

Geography surveyed

London Geographical Contact, a new local group of postgraduate research students, called its first meeting during April.

The group, which is a University College London, was held to discuss the local research environment and techniques and strategies of research in geography.

Part-time psychology

A new course at North East London Polytechnic will enable students to study in their spare time a BSc honours degree in psychology. The course involves three evening sessions per week over four years.

Putting news on MAP

A student newspaper, the *Manchester Student Paper* or MAP, will be published from May 14 in an attempt to unite students in universities, polytechnics and colleges in the Manchester area.

'Local government discontent will follow Houghton'

The spin-off from the Houghton report will be immense, the Row-Dr George Tolley, principal of Sheffield Polytechnic, predicts in the latest issue of *Universities Quarterly*.

"Not only will local government officers feel threatened as they see senior members of the teaching staff leaving to take up posts in universities, but also the public sector institutions will be asked to contribute to the larger public sector institutions?" he asks.

"One glance at the differences in salaries of senior administrators and senior technicians in universities and in polytechnics is sufficient to indicate what struggles are ahead."

In an article which comments on the Houghton committee for bringing a note of sanity and justice to higher education, he criticizes it for introducing efficiency and failing to explain why he has recommended lower pay for senior staff than those which are possible within universities.

He also argues that the Houghton report has appeared at a very difficult time, both because local authorities are tightening purse strings and because of the problems which will arise from college of education mergers.

Promotion prospects within polytechnics may be extinguished by the need to reemploy college of education staff as teacher training numbers cut down, he says.

Labour studies

A part-time evening course in labour studies and industrial relations will start in September at the school of social sciences and business studies, Polytechnic of Central London. The course, which will last for two years, is intended primarily for non-graduate students.

Nuttgens to apply for new Leeds rectorship

Leeds City Council has decided to advertise the post of director of the new institution that will take over the polytechnic and the city's two colleges of education next year.

The authority is believed to be the first in the country to advertise a post for a new institution following the merger of colleges and a polytechnic. Dr Patrick Nuttgens, director of Leeds Polytechnic, confirmed this week that he will be applying for the job.

The new institution will be known as the New Leeds Polytechnic Institution of Higher Education and will combine the polytechnic, the City of Leeds and Carnegie College and James Graham College. The new director of the institution will be known as the rector.

The city's decision to advertise the post followed pressure from the colleges of education but it is not warmly supported by the polytechnic staff.

The polytechnic has, however, succeeded in persuading the authority to keep the word polytechnic in the new institution. The authority previously proposed to call it the Leeds Institute of Higher Education.

Surrey CAFD formed

A new branch of the Council for Academic Freedom and Democracy covering all institutions of tertiary education in the Guildford area of Surrey has been formed after Dr G. G. Davis, professor of education at the University of Surrey, invited representatives from West Surrey Colleges of Art and Design, Guildford College of Education, and the Guildford College of Education.

Swansea accepts finding that lecturer was dismissed

by David Dickson

University College, Swansea, has decided not to appeal against the finding of an industrial tribunal in Cardiff that a lecturer who was not granted tenure at the end of his probationary period was dismissed.

A case for unfair dismissal of the lecturer, Mr Mike Weston, is now to be heard by the tribunal on May 21. It has been brought before the tribunal by the Association of Scientific, Technical and Managerial Staffs, of which he is a member.

The ASTMS is alleging that Mr Weston, who now teaches at the University of Essex, was not granted tenure by the college largely because of his involvement in trade union activities.

The college's decision not to appeal against the president's finding, which it had previously been given leave to do, follows a recent decision in the Court of Appeal over a case that had been brought against the BBC.

The appeal court, in a unanimous decision, found that if a fixed term contract of two years or more contained provision for it to be terminated after a particular period of notice given by either side, then

the contract was no longer technically fixed term.

In consequence, an employee whose contract was not renewed could claim that he had been unfairly dismissed or made redundant, even if a clause in the contract had excluded him from this right.

The significance of the court's decision is emphasized by the fact that the college's decision to dismiss Mr Weston was based on the grounds of redundancy, not on the grounds of unfair dismissal.

According to a note in the Bulletin, in terms of the law an employee may give up his rights to either redundancy payments or protection for unfair dismissal by agreeing in writing and before the expiry of a fixed term contract of at least two years that the rights shall be forgone.

The AUT says that a number of universities and research councils have made use of this provision, and that "some have done it by means which are plainly invalid and without legal force".

The appeal court decision would probably mean that many more members of the associated unions would be able to claim redundancy payments since a fixed term is one from which neither side can unilaterally escape by giving a period of notice.

Anglo-French relations strengthened

Coombe Lodge, the further education staff college, strengthened its links with Europe recently when it held its first Anglo-French conference. The theme of the conference was the teaching of educational management and teachers from England and France attended.

Professor Boris Ford, director of the college and Further Professional Studies at the School of Education, Bristol University, opening the conference, raised a number of questions concerning the changing role of educational administrators and teachers.

He said teachers would become "organisers" of knowledge and "managers" of the means to acquire knowledge and their task would be infinitely more complex than before. In order to monitor the self-directed learning methods teachers would need a greater understanding of the process of child development, relations between home, school and the community, and the school as a social institution.

Professor Ford looked at the cultural differences between the educational systems of England and France and examined the possibilities for change and for "managing change".

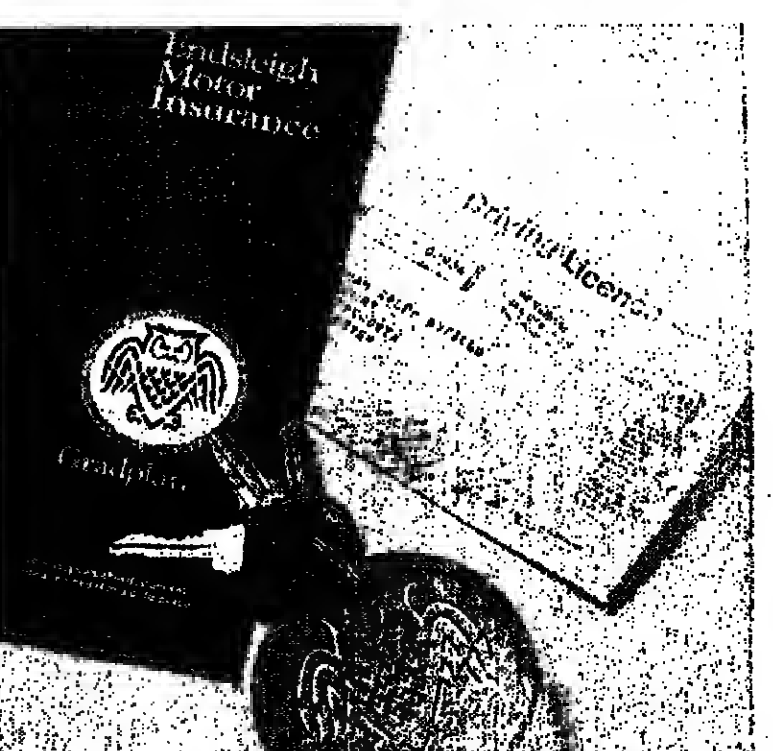
In particular, Professor Ford questioned whether there was likely to be a radical difference in the respective countries' concepts of educational managers and in the methods of training and education. He noted the well-entrenched establishment of professional training for the civil service in France and wondered whether French models would be drawn from this experience, in contrast to the likely English models drawn from industrial management experience.

In the second part of the conference there was an examination of the main problems of teaching educational management in each country. Background papers were provided by J. A. Mundy, of Sheffield Polytechnic, staff from the universities of Rennes and Paris, from INAS and a secondary school in Lille.

Academics on maintained schools inquiry

Two academics have been appointed to a 20-member committee of inquiry of the House of Commons which will look into the management and government of non-maintained primary and secondary schools in England and Wales.

The committee is headed by Dr G. Davis, professor of education at the University of London Institute of Education, and Mr F. D. Flower, principal of Kingsway-Princeton College, London.



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London University reform plan will increase bureaucracy says AUT

by Laura Kaufman

The 26,000-strong Association of University Teachers has severely criticised the University of London's proposals for constitutional reform.

The association, which represents more than 6,600 London University academic and related staff, says that the proposals will increase centralisation and bureaucracy against the wishes of the staff and the schools of the university.

The proposals are contained in the second report of the university's consultative committee for coordinating discussion on the recommendations of the Murray Report.

In a five-page submission to the consultative committee, the AUT welcomes the committee's recognition of the need for reform, especially in the areas of planning and participation, within the context of the federal university.

It also commends the second report's recognition that all planning at federal level should be centralised, reflecting the wishes of the schools and institutes, and that participation by staff, both senior and junior, and by students, should be

extended as widely as possible.

But, the AUT said, the second report fails to provide the reforms required.

"Taken together with certain measures already put into operation, particularly the formation of a strong joint committee of the court and senate for planning and development (JCCS), the proposals can even be said to express a tendency towards the enhancement of centralisation and bureaucracy which the majority at the university saw as the main threat contained in the Murray Report, and to which objection was so widely expressed by the staff and the schools," the submission says.

The association adds that the university's various institutions have preferred to remain within a federal framework, and that in recent years their academic independence and autonomy have been increasing.

"For this reason we feel that it would be wrong to make any fundamental changes in the existing structure of the university, or in the federal system, and in the development of which are now occurring since any such changes would be premature."

The association's most serious concern is about the proposal relating to the election of academic and staff representatives to the senate.

"This question is, to us, at the very heart of the reform of the university and the proposals from the consultative committee are ill conceived."

They would leave the university's staff very much in the minority on the main academic committee, which would oversee the work of the JCCS, the AUT says.

It also rejects the proposal that junior staff should be represented by co-opted, instead, it recommends an academic assembly consisting of staff elected directly from the schools.

The AUT also welcomes the proposed increase in lay representation but says that this should be on a broader basis.

It rejects co-optation as a satisfactory source of lay members of the senate, and instead calls for the trade union and organisations concerned with education to be involved in the senate's work and to put forward lay members.

'Limit individual PhD research in favour of teamwork'

by David Dickson
Science Correspondent

For more postgraduate research in the arts and social sciences should be carried out on the basis of collective, rather than individual projects, according to Professor Rodney Hilton, professor of history at the University of Birmingham.

He told a conference at Southampton University on postgraduate education, organised by the National Union of Students, that postgraduates should concentrate on getting rid of the individual PhD and develop the concept of teamwork, with full and democratic discussion of all aspects of the research.

"One advantage would be in the field of continuing education, since, as the Open University has shown, there is a vast reservoir of talent in the community and this could be much better integrated into team work rather than into the individual and isolated PhD," Professor Hilton said.

There were two types of bourgeois thinkers whose ideas on postgraduate education had to be resisted. The first were those who were now suggesting that postgraduate work should be strictly controlled, and considered in terms of the financial investment it represented.

The second type were those who thought that much postgraduate work in the arts is a waste of money, and are keen to cut down on some of the more obscure areas of postgraduate work.

Professor Hilton said that the second type were those ivory-tower thinkers whose approach was a hang-over from the times when higher education was a training for an intellectual élite, and who had continued to see at demands for socially relevant learning.

Professor Sam Edwards, chairman of the Science Research Council, told the conference that the research support system, by which the research council and the University Grants Committee share responsibility for the funding of research, was under attack from Government cuts.

Lecturers to support NUS

The Association of University Teachers has written to the Department of Education and Science in support of the National Union of Students' demands.

Its submission to the DES, published in the latest AUT bulletin, asks for an indexed grant to keep up with inflation, the abolition of parents' contributions and an end to local authorities' discretionary powers over certain types of grant.

The AUT does not mention specific grant levels but says that grants should be revised so as to give the same level as was thought appropriate in the early 1960s. The NUS estimates that this would mean raising the undergraduate grant from £605 to £845.

It is never too late to right an injustice, the submission says. "The rights of claims in respect of discretionary awards, the abolition of parental contributions and the net levies by the Government's political and financial difficulties."

It also proposes grants for children to stay on at school beyond the normal leaving age.

Replying to questions in Parliament on March 20, Mr. Kenneth Robinson, Secretary of State for Education and Science, said that for the current academic year the estimated cost of abolishing the parental contribution to student awards, if the child allowance and income tax were withdrawn, is £100,000 for dependent married women students and £400,000 for postgraduate students.

The estimated cost of raising the grant rate from £605 to £845, and all other related by a similar amount, would be £10m for all students in Great Britain, including dependent undergraduate students.

The proportion of total recurrent public expenditure on higher education in England and Wales attributable to student maintenance grants fell from 17.3 per cent in 1964-65 to 13.7 per cent in 1976-77.

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ility for financing university research, was being placed under strain by the current economic difficulties.

The informal basis of the dual support system worked well when there was enough money to go round, but it might cease to exist if the economic situation got any worse, he said.

The research council faced a major task each year in working out how many science postgraduates it felt the country needed, and how they should be divided between different disciplines.

"At present, once an allocation has been made to one of the four SRC boards, it is up to each subject to borgein for the number of awards it required. I would prefer, however, not to have to decide on an overall number of awards, but to let each subject decide what it needs and to be much more flexible in its approach."

Although there was a lot of talk that the council should give more research assistantships rather than research studentships, he said it was important to remember that assistantships were awarded for specific research projects, while research studentships allowed the student to change his research topic if he felt it necessary.

Mr. Jon Clarke, a member of the NUS postgraduate advisory group and a postgraduate student at Birmingham University, said that there seemed to be three basic categories of postgraduate education, covering the applied sciences, professional training and more theoretical work.

"I see the first of these becoming the most dominant of the sector, with the second being affected by the cutbacks in teaching and the third experiencing similar cuts, apart from a small élite."

Mr. John Randall, retiring president of the NUS, said that postgraduates should not see their problem in isolation, arguing that they were a special case, but should see their position as part of the whole education system under attack from Government cuts.

Student health 'poorly served'

Students in Britain are not being properly educated about disease, the Royal Society of Health Campaign told last week.

A recent Leeds University survey of health education in colleges and departments of education in England and Wales revealed "a high level of ignorance" about behaviour patterns and substances dangerous to health, said Dr. J. Morrison, specialist in community medicine.

She said area health authorities have been asked to develop health education low priority, even though it could cut costs. Doctors knew that certain factors which played a part in disease could be eliminated if people were aware of them.

One such disease was lung cancer, yet the Leeds survey had shown 60 per cent of colleges in England and Wales gave students no information about smoking. And 50 per cent of colleges gave no information about road safety or home accidents.

Ne comparable figure was available from medical schools, nursing schools, or university sociology departments, but Dr. Morrison said there was good reason to believe that the picture there was no better and could even be worse.

"If we accept the concept that a man's health depends on his ability to adjust to his environment, and a reasonable degree of harmony exists between himself and the social and material world in which he lives, then we must accept that teachers and members of the caring professions have a clear duty to participate in health education."

"Naturally they should be adequately trained if this participation is to be effective," ZS.

\$5,000 from Penguin

Penguin Books have endowed Essex University with £5,000 for a series of lectures over two years. Next year the Penguin lectures will be given by Mr. Kenneth Robinson, Secretary of State for Education.

Don's diary

No agenda

British Rail cooperating, but off in prompt start with regular weekly 9.30 am briefing meeting with administrative colleagues. No agenda. Everyone brings his own list. The only problem is getting through everything by coffee time.

Talk about Association of University Teachers' day of action, new structure of awards in the colleges of education, administrative regrading, search fees to be charged for digging out past examination marks, programme for University Grants Committee visit, procedure for establishing new chairs, departmental conference accounts, timetable for occupying our new building and a lot else besides.

Spend half an hour in common room and save at least four memoranda and possibly a committee meeting as well. Thrash up and down the students union pool enough times to feel exhausted, virtuous and ready for lunch.

Spend afternoon at meeting out of town. On way back train fills up one stop out of London terminus with commuters who know their coaches are to form their own homebound service and who find that a short distance travelled in the wrong direction is the only way in which to get a seat.

Sharp contrasts

A line drawn through the day in the diary six months ago preserves it for library work and/or the performance of my fire brigade function. No fire, so to the library.

Academics often complain about the difficulty of trying to combine administration with scholarship and teaching, and how the full-injury almost inevitably takes precedence over drafting the next chapter. But it isn't simply a matter of conflicting demands on the available time, or how much of the day has to be spent in meetings rather than in the library or at the desk.

The sequence and the logic of administration and my kind of research and writing are very different, as are the types of feedback that each provides. In darker moments I sometimes think that the two activities positively inhibit each other. Most administrative tasks can fairly readily be broken down into steps or stages, few of which take more than a few hours.

On some issues a rough draft of a committee paper can be cobble together in half a day.

When, in connection with a complex bit of administrative reorganisation, you can't get hold of Professor A because he has influenza, or Dr B because he has influenza, and some of the necessary steps have to be deferred, you don't lose sleep over something that can't be helped. Even routine meetings can be made tolerable satisfaction when you've done your homework, when these around the table are genuinely trying to help the business along and reach some useful conclusions, where, there's some humour en route and some sense comes through that people like being part of what is going on in the place. And an empty inbox makes for restful slumber.

All this is sometimes in sharp contrast to the processes involved in research and writing. A book can take two, three, five years. Months can be spent on drafting a section, then eventually goes into the waste paper basket. False trails abound. Some of the work can be planned and timetable. But the important thing is that the material is a coherent whole, do not come easily or to order. Leave the thing for a few days and it goes cold on you. Mark it in your diary.

your warm-up time is insufficient to ensure useful progress. Each new start becomes increasingly difficult.

There are few intermediate rewards. Try not some of the material in a lecture and seminar, persuade colleagues whose judgment you respect to read it and you get back comments and letters where the only uncertainty is how many kind words proceed the first "but". Suppress your own doubts, try to forget that you failed to get hold of a particular journal article in connection with your argument in chapter three, or that you have not really faced up to a possible objection to a point you make in chapter seven, and you are lagged with guilt.

Anyone who tries such an administrative and to try to know which is harder in the real world, and knows that the kind of productivity that really counts in the long run either comes easily or is fought for. Flow, without such knowledge, could be a great deal of time and subsequent efforts to remember.

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Plugged in



Give secretaries last evening's motley collection of tapes, roughly typed drafts and letters with "no" and "yes" and "yes, provided they don't want a script for publication" scribbled across them. Push off in a series of meetings that will keep me out of the office until well after six.

For the past 15 years or so I've made a great deal of use of administrative gadgetry—desk, briefcase and pocket calculator, electronic typewriter, and the like. After a longish period of feeling self-conscious about it (many people seem to think technical sophistication in academics with shallow humanness and a certain lack of intellectual honesty), I have come round to the view that the matter no longer justifies either comment or defence.

If most people still prefer drafting in incommunicable shorthand using a typewriter (preferably with an automatically repeating X key), then so be it. If face-inflated shorthand note-taking is still the rule, then at least there is the argument that secretaries much prefer it.

If some people can get through a day by typing two or three committees, half a dozen effluvia conversations with people who do want to remember what they said and what you promised to do for them, at equal inhumanity of telephone calls and voracious casual but possibly significant encounters in the corridor and common room, all with a clear recollection of what was agreed and what refused, and a neat set of personal jottings that when added to the relevant files will make sense two, three, five years or two years later, then good luck to them.

For myself, I find the only way to clear the daily pile of papers and memoranda and papers that can't wait for someone else to be free is to write them up. The only way to draft articles and lecture pieces is to type them out as one of several typewriters located in places where I am likely to wait them; that a

invaluable after hours and at weekends; that a good way to get a lecture down on paper is to deliver it from notes to a microphone in an empty room and edit the transcript for final delivery.

Higher degree students find it useful if I write numbers in the margins of their drafts, dictate a comment or suggestion linked to that number, have the comments typed down the left-hand side of a piece of paper, and ask for their comments on my comments before we have a session together in discussion progress.

A half-hour long distance conversation in which two or three people at either end use a telephone amplifier can sometimes save a lot in travel and time and frustration. Not, however, on sensitive issues as voices alone often carry false nuances, especially if you don't know the person.

A few minutes spent dictating a brief note for the record into a portable or desk-top dictaphone at each meeting and individual discussion on a busy day keeps the mind clear for the next encounter. To spend 10 minutes or so at the end of an informal meeting, while those concerned are still present and able to comment, dictating a brief note for the record into a portable or desk-top dictaphone at each meeting and individual discussion on a busy day keeps the mind clear for the next encounter. To spend 10 minutes or so at the end of an informal meeting, while those concerned are still present and able to comment, dictating a brief note for the record into a portable or desk-top dictaphone at each meeting and individual discussion on a busy day keeps the mind clear for the next encounter. 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The UGC's evidence, given by its chairman Sir Frederick Dainton, to the science subcommittee of the Select Committee on Science and Technology

'Teaching and research hit so much that neither gets full value'

by David Dickson, Science Correspondent

Sir Frederick Dainton, chairman of the University Grants Committee, warned last week that the financial base for university research, provided by the UGC, was being eroded by inflation and cuts in government expenditure.

Giving evidence on behalf of the UGC before the science subcommittee of the House of Commons Select Committee on Science and Technology, he said that this was undermining the balance between UGC and research council support for university research as represented by the "dual support system".

"The vote which we receive from the Government is for education and research, and our principle is that we do not distinguish between these two elements when we make our allocations," Sir Frederick said.

Universities represented very valuable resources both in terms of trained personnel able to carry out research and in the training they provided for those who were to become the research workers of the future.

"Our position is that we try to give universities a financial base for research that gives them a basis of long-term security, and is made on a non-selective basis. This compares with research council support, which tends to be short-term and provided on a selective basis."

"The important question at the present time is whether the base provided by the UGC has been eroded by the fact that the balance between the two arms of this dual support system has been impaired, so that neither gets its full value. I think it has."

Sir Frederick said that in a situation of cutbacks in expenditure every university would try to avoid cuts falling on its teaching commitment, and accordingly, research tended to suffer.

Not only was it affected by a shortage of facilities such as libraries, but many academics were reluctant to apply for money from central university funds for research purposes.

Asked whether it would be either possible or desirable to increase the UGC's share of the total research base, he said that with an overall reduction in support resulting from cutbacks in special areas, Sir Frederick said that it was a question of balance.

"My feeling is that there is a general need for more money for the base at the present time. When money is short, you have to be more selective, and you cur-

rently spend much more time agonizing over allocation. "The dangers are obvious. If the base cannot be maintained for everyone, then the young uncivilized research worker may not be able to develop his work to the stage at which he is able to attract funds for the work of which he is capable."

Sir Frederick said that a decline in standards could already be said to have occurred, since in science anything less than the best was useless. "More precise data annihilates less precise data, and if you slip on reliability, through an inability to replace obsolete equipment, for example, then you can argue that the research should not be done."

He said that in a certain sense it was quite pointless to go on with inferior equipment.

"The absence of a planning horizon in the universities is one of the greatest obstacles we face at the present time, and the lack of confidence that this is creating is extraordinarily damaging," Sir Frederick said.

In addition, there was no clear evidence that the swing from science was being reversed, and with 16,000 empty places in university science, technology and engineering departments, the UGC could not provide money for any new buildings in these disciplines.

"As a result, for example, we were unable to fund the new building for the Institute of Off-shore Engineering at Heriot-Watt University, but were fortunately able to come to an agreement that this should be done by the Department of Energy."

Besides problems in replacing obsolete buildings, there were also those of replacing obsolete equipment, much of which had been purchased between five and 10 years ago and was in urgent need of replacement.

Asked about the balance between teaching and research in universities' activities, Professor Dainton said that the UGC was favouring support for teaching at the expense of research, which was itself a reflection of a cut-back in overall funding which tended to bear more on research than on teaching.

"One of the major problems we have at the moment is how to kill off areas of research that have outgrown their usefulness."

There is a major policy question which arises here. It is whether we should have a fluid dimension in research which could exist, or we need a fluid dimension in research planning that takes into account both changes in science and changes in the interests of academic staff."

Accordingly, unless the rate of inflation is substantially reduced, the damage to scientific departments resulting from past economies will not be reversed, and it will be much intensified by their being prolonged.

The expenditure on scientific research in the universities out of the science grant is very difficult to estimate, but has been put at 25 per cent of the total grant. A figure of 1966-67 calculated by the UGC is that the ratio of scientific research to total grant is 25 per cent.

There is a question mark attached to this figure for the following reasons. Universities are multi-purpose organizations and the "cost" of one purpose can only be an approximation of the cost of the other. The cost of scientific research is therefore independent of the cost of other functions. In the main, each university has a separate budget for scientific research, and the UGC is not involved in the allocation of funds to this research.

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Various means have been attempted to arrive at a plausible approximation of the cost of scientific research. As part of their normal financial returns, which include expenditure by academic departments grouped in standing orders to support their research, the UGC has been asked to provide a "research" and "other" cost, and the results in 1965-66, 1966-67 and 1967-68 have been published (UGC Annual Survey 1967-68, Conn. 3914 pp. 11, 12, Conn. 4261 p. 23).

The plan of the Committee of Vice-Chancellors and Principals that the guidelines under which these returns were made were insufficiently detailed to achieve the required results. So the UGC put together a new set of guidelines, and the UGC devised a survey exercise in which a sample of universities were asked to provide a breakdown of their research costs. The results of this exercise are now being used as the basis for estimating university research expenditure from their general resources in research, the proportion of which is then allocated to research, thus being applied not only to the salary bill but to the salary bill of supporting staff and to materials and equipment. At the same time, the UGC is also looking at the possibility of a general administrative support for university research, not directly or partially academic departments.

The distinction between either capital expenditure or research represents even greater difficulty, but a partial solution has been found in the fact that the UGC has been asked to provide a breakdown of its research costs, and the results of this exercise are now being used as the basis for estimating university research expenditure from their general resources in research, the proportion of which is then allocated to research, thus being applied not only to the salary bill but to the salary bill of supporting staff and to materials and equipment. At the same time, the UGC is also looking at the possibility of a general administrative support for university research, not directly or partially academic departments.

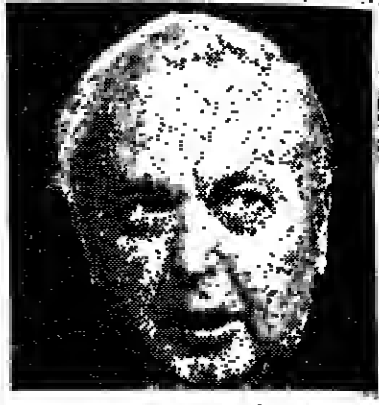
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Why C.P. Snow got it wrong, by Mr Wilson



Addressing the annual dinner of The British Academy in London last week, Mr Wilson, the Prime Minister, said that he would "add to the feast."

Mr Wilson went on to discuss the intellectual quality of the British Academy, and the importance of the work of the Academy in the field of literature, history, and the social sciences.

"I believe that the Government I formed in 1974 is the most intellectually qualified Government, certainly since 1905, which included Morley, Bryce and Haldane. In terms of top firsts, first class honours (though Classics always had the edge of a double here) against those of us who had qualified in less humane studies, I believe there is no parallel in this century."

"I have always paid as much attention to developing my second order eleven as to my first. Not only contemporary Prime Ministers have done this. But you have got to face it, if the whole Cabinet disappeared under the proverbial bus, of out of course from the Prime Minister, you could man a Cabinet almost as good. I believe I could—provided I survived the bus."

It is a great life. You have got to be born for it. As I have said, a capacity to get eight or nine or 10 hours sleep is an essential."

And above all, to survive and keep his sanity, the Prime Minister must be a complete innocent in the matters of intrigue. There is less intrigue in politics than in most other sophisticated areas of our national life.

It was on Oxford road at 21. I have heard that Cambridge are more sophisticated in academic intrigue, though I am not impressed by the works of my former Ministerial colleagues. C. P. Snow. If The Masters was his idea of academic intrigue, he never got to first base.

I conclude that the Prime Minister must be a complete innocent in the matters of intrigue. There is less intrigue in politics than in most other sophisticated areas of our national life.

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establishment. I would not have been a success. I could not have withstood the pressure of a return to Oxford in 1945, when I became a member of what was collectively known as the "Cheer" Bursars.

My memoirs on this will be deferred in accordance with a self-imposed adherence to a strict year rule.

You just had it easy. I regard myself as an expert out in the field, but in counter-intelligence, I can see it coming.

Despite the dolly prose, who in all the most incompetent intriguers I all, there is very little intrigue in our political life. I am speaking of the knowledge of my own party, which I know.

That was what I was able to feel when in 1964 I became Prime Minister. And it is when you become Prime Minister that you almost as good. I believe I could—provided I survived the bus."

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'University must act against those who break rules'

By Tim Albert

The report of the disciplinary committee of the senate of Lancaster University, which has expelled five students and suspended eight others, consists of four and a half pages of tightly packed argument, mainly concerned with the committee's own jurisdiction and procedure. It sheds very little light on how the verdicts were reached, nor how the sentences were allocated.

The preamble states: "This committee was set up by a resolution of senate on March 17, 1975, pursuant to Section 13(3) of the Statutes by which senate may delegate to a committee of its members the power to exclude a student, permanently or for a stated time, from any part of the university or its premises, or from attendance at any course or from entry to any examination. That resolution authorized the committee, if it found the charge proved, to apply any of the powers set out in the rules and to exercise the power of permanent exclusion."

The report refers to the argument made before the committee that it had "no jurisdiction" because the student members of senate had been excluded from the relevant meetings. It says the university's charter places responsibility for discipline on the senate, which also "specifically gives the power to exclude any student."

During the occupation, the senate met four times to discuss the situation. At its first meeting, on Monday, March 10, the nine student members attended, and voted by a motion was passed excluding "all student members of the university, and others at present occupying University House in furtherance of disruptive action" if they did not withdraw within two hours.

On this basis, it was a natural consequence that such student members of the senate as had occupied University House after the lapse of the two-hour period no longer had any right to attend meetings of the senate.

The committee's verdicts were unanimous, and no defendant was convicted. The committee also found that the occupation of University House was a breach of the university's rules.

In these circumstances, it was a matter of regret that all but two of the defendants chose to ignore these rights. All but two refused to plead, choosing not to contest the charges against them.

The University Rules allow a case to be heard in the absence of the defendant. If a defendant refused to plead and then left, a plea that the offence was not committed was entered.

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When Senate met for the third time on March 14, "Certain student members arrived and requested permission to attend. No student was excluded by name from this meeting, but they were told that those who were excluded from the university after the resolution of March 10 were ineligible to vote. Whereupon these students left, thereby tacitly admitting their non-involvement in the occupation. Counsel for the university has appropriately described this as a 'self-denying ordinance'."

The exclusion of certain student members from the meetings of March 14 and March 17 was brought about by their own will, and was not a result of the resolution of March 10, a meeting at which they themselves were present and in which they participated.

"This committee, therefore, has no doubt that the senate meeting of March 17 was properly constituted. The committee has no doubt that the senate meeting of March 17 was properly constituted. The committee has no doubt that the senate meeting of March 17 was properly constituted."

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hottles, cans and other litter. Eight doors had been forced and one window had been broken. Many of the doors had been filled with glue and must be replaced. There was extensive damage to furniture. It has been estimated that it will cost £1,700 to restore the building and its contents.

The committee says that they heard "in great detail of evidence" of the disruption caused to university life which prevented 120 people from working in their offices, forced wages to be estimated, and prevented the ordering of goods.

"This and serious consequences for example, the oil supplies ran out in the middle of the week, and shift heating arrangements had to be devised."

"We could multiply the examples, but it is quite clear that the university was unable properly to work during the occupation and that there was a grave obstruction to its members."

Conclusions "The occupation was clearly aimed at causing the maximum disruption to the university in the shortest possible time. It was a deliberate and premeditated flouting of the rules. It had continued, or were it not for the intervention of the police, it would have continued. It was a breach

In at the death—British scientists join the race to find a black hole

Space scientists from Southampton and Bristol universities left this week for Texas to carry out an experiment which may answer one of the most important questions in modern astronomy. The "black holes" really exist?

The team, under the direction of Dr David Ramsden, of the Southampton physics department, plan to fly a helium-filled balloon to a height of 125,000 ft (about 24 miles) carrying an array of 100 X-ray detectors which should be able to identify "black holes" in space.

These have never been observed by astronomers although data from a number of different sources suggests that one component of the double system Cygnus X-1 is really a black hole. This is the final stage in the death of a star after it has passed through the intermediate phase of being a white dwarf and a neutron star. No light escapes from the interior of a black hole, and anything within reach is sucked into its vortex.

There is intense competition among the world's astronomers to be the first to identify a true "black hole", and the Massachusetts Institute of Technology, the University of California at San Diego, Tulane University, Leiden University and others are Southampton's principal rivals. Where the British hope to have the lead is in the size of their detector, which is one of the largest ever built.

It was constructed in the mechanical engineering workshops at the university and is about 15 ft by 15 ft. The entire experiment was designed at Southampton, but the Bristol group, under the direction of Dr Rodney Miller, designed the X-ray detectors.

It will be the fourteenth launch the group has made from the Texas site south of Dallas. In earlier attempts this year, the group hoped would give them an undisputed lead in the hunt for a

black hole had to be cancelled because of poor weather conditions—a major hazard with balloon-borne X-ray astronomy. Launches are usually made in summertime just before sunrise in just after sunset.

Texas has been used for launching balloons because of the excellent facilities at the National Centre for Atmospheric Research, a research unit of the National Science Foundation. Balloon work is just not practicable in this country. Even though the fully laden balloons rise at about 1,000 feet a minute, the danger to commercial air traffic is too great.

But even using an American launch facility, all of which have to be paid for, X-ray astronomy balloons are considerably cheaper than the more exotic and spectacular satellite or rocket research. The present launch will cost in the region of £16,000, all paid for by the Science Research Council.

The rocket and satellite experiments have the advantage of taking place in the complete absence of any atmosphere (which interferes with the reception of the X-ray signals) but there is only about 14 per cent of the atmosphere left in the regions which can be reached by balloons, and the balloons detectors are tuned to X-radiation of a wavelength which is affected comparatively little by the residual atmosphere.

Furthermore, the balloon technique means that the astronomers can observe for much longer periods of time than if rockets are used. Dr Ramsden expects to be able to measure X-rays from a variety of sources for a total of 10 hours.

In addition to the exciting hunt for Cygnus X-1, Dr Ramsden is also keen to observe the variable star Hercules X-1 which sends out pulses of X-rays in several dif-

ferent patterns which astronomers are anxious to understand more clearly.

Once the balloon has been safely brought down again with the valuable detector, Dr Ramsden has never lost a balloon or detector yet, which Dr Ramsden attributes to the skill of the launching site operators who can predict to a couple of miles where a balloon will land, together with the masses of honeycombed packing he uses to protect the detector against impact. The real work is only just beginning.

All the work of data must be fed into a computer, and it is expected that several months of computer time will go into the analysis of next month's experiment. Dr Ramsden and his team should know by Christmas whether or not they have spotted a black hole.

He is already making plans for new flights, however, and the SRC is considering his application for funds to construct the next generation of X-ray detectors, smaller units which will enable his balloons to fly higher and higher.

A new idea is to set up a site in Sicily from which to launch the balloons with the prospect of recovering them in the United States. This would give a greatly increased observation time.

But such is the pace of progress in space research that Dr Ramsden is already having to consider projects for 1981 when Spacelab, the British American laboratory satellite, should be in full operation. Singlehandedly, he is expending his should provide the best possible conditions for observing the universe. But until then, Dr Ramsden reckons that his balloon flights provide a very cost effective way of providing new and important information about the life and death of stars.

Alan Cane



The science and technology block at the City of Birmingham Polytechnic.

A sunny, low-cost outlook on 'the Costa del Aston'

Although lecturers mockingly refer to the desolate neighbourhood environment as "the Costa del Aston", and although it is one of the most poorly provided polytechnics, Birmingham Polytechnic is flourishing.

A students' union report claims that per student expenditure at £777 is nearly £500 below the average of £1,276 for polytechnics generally, and nearly £1,000 below that of the country's highest (£1,769).

Evidence of understaffing is immediately obvious: there are no sports facilities, no polytechnic-owned accommodation and union facilities are limited to those made available by Aston University students' union. The polytechnic estimates that overall spending is now running about 20 per cent below minimum requirements.

Scratch beneath the surface and further under-provision becomes evident. There are for instance, no welfare services or the polytechnic, and those needing help in finding a flat or lodgings are thrown upon the kindness of one part-time officer at City Hall.

Yet, despite these disadvantages, there is no shortage of students wishing to study at the polytechnic.

A breakdown of courses shows that only 20 per cent of students are enrolled on science and technology courses, whilst arts and design courses account for 25 per cent, forming one of the polytechnic's main policy of the, best utilization of resources.

Mr Robert Patten, head of the department of three-dimensional design, for instance, laid down his own policy of the, best utilization of resources.

This did not mean, however, that cost-consciousness had an overriding priority over academic quality. "Staff are alert and alive to present-day requirements. In a very short time we have expanded the variety of our courses so we offer degree level work, part-time work and postgraduate work in a number of fields," he said.

The reputation of his department does not seem to be impaired by shortage of funds either. The polytechnic's postgraduate diploma, in courses in interior design, furniture design and jewelry have an international reputation.

Students seem unaware of their cramped conditions and the majority speak warmly of the opportunities available at the polytechnic and in local industry.

In comparison with other polytechnics, Birmingham certainly compares badly in terms of resources. Academically, however, while not having the regard strengths of say, City of London, it appears more alert and outward looking than either Leeds or Tees side.

Mr Sinthurst faces serious difficulties in raising finance, a task the institution, partly because of the Government's financial cutbacks and partly because of the local view that West Midlands finance should be concentrated on prestige projects like the National Exhibition Centre rather than spend small sums on improvements.

The polytechnic is unlikely to expand before the mid-1980s when its main aim should be to take shape. Nevertheless, it could prove a better bet for future investment than many other institutions.

David Henck

Action instead of contemplation in the polys

As the Arkwrights, Delton, Faraday, Telford—uneducated or self educated men—led the industrial revolution and opened up new areas of knowledge, skills and power, other more articulate thinkers were exploring the idea of a liberal education, Patrick Nutgens (right) says. To Newman, the answer to the transformation of society by the industrial revolution was a liberal education.



Such an education, however, involved withdrawing from the ordinary, unappealing, degrading environment of work that the industrial revolution was responsible for producing. As the population crowded into industrial cities and multiplied, the life of the mind was seen to withdraw in the attractive, leisurely and genteel surroundings of Oxford and Cambridge. A university education became again, what it has always had a natural tendency to become, at once refined and profound and remote from the crude realities of urban life.

What has been in every way intellectually admirable, it created a profound gulf between higher education and everyday. For the needs of this new urban population, spawned by the industrial revolution, could only be met by new kinds of institutions. Inevitably such institutions were founded—the mechanics' institutes, the polytechnic exhibitions and then the central polytechnics themselves, the colleges of technology and art, and, later, the colleges of commerce and teacher training.

Those last were significant reflections of the situation. To train the teachers for the new urban population it was necessary to look outside the universities and to found schools more directly related to the needs of the children than the demands of a discipline.

The new polytechnics are the direct descendants of those 19th century institutions of the industrial environment, not of the universities. For their studies were based upon immediate identifiable technical and professional needs. As such the institutes were concerned with training, not essentially for learning or reflection, but for action—for creating things and finding solutions in the everyday world of man.

It was as if the structure of society had been especially shaped to emphasize this conflict, always potential but now actual, between thought and action. This bifurcation of higher education in the nineteenth century was however not just the result of a pragmatic solution to a practical situation; it rested, I believe, upon a deeper characteristic in Western European thought. That is the dualism that has characterized so much of our thinking since the Enlightenment.

There is the obvious dualism of theory and practice, but there are many other aspects of mind and body, mind and matter, appearance and reality, subjective and objective. It has almost become a common habit of thought that we investigate an apparently confused problem, sorted out into two mutually antipathetic alternatives and resolve a decision in favour of one or the other.

The dualism with which I am concerned in this paper is that between thought and action.

In two thought-provoking books by John MacMurray, the former professor of moral philosophy whose class I was lucky enough to attend for a year in the University of Edinburgh in the early 1950s, this problem is exhaustively discussed (John MacMurray: *The Self as Agent and Persons in Relation*).

GMC should control standards of graduate clinical training

Conclusions and recommendations on education and registration by the Merrison committee of inquiry into the regulation of the medical profession

Medical registration recognizes a certain standard of medical education.

Because medical registration recognizes a certain standard of education, the General Medical Council, as the registration body, must necessarily have power over educational bodies to ensure the equivalence of the standards of education conferring this right to registration.

The NHS specialist registration system is weak from a practical standpoint, too flexible as regards standards and too static in its coordination of the planning of all stages of medical education.

The postgraduate councils and the regional postgraduate committees associated with them are an excellent means of resolving problems involving the interaction of resources and standards; such means of resolution being particularly necessary in the postgraduate field.

The pre-registration year cannot be regarded as a satisfactory period of education in itself with

MacMurray makes the point that many of these dualisms are unreal. For example, the mind/body problem is in fact "no problem but a patent absurdity". In the face of our problems, for example our commitment to a planned society in which planning must involve the unity of theory and practice, it is essential to eliminate the traditional dualism and look at experience as a whole.

"The unity of experience as a whole", he writes, "is not a unity of knowledge, but a unity of personal activities of which knowledge is only one". Where does he find that unity? He finds it in action, for action "is a unity of knowledge and movement". To reject dualism "through asserting the primacy of the practical" then "is the practical that is primary; the theoretical is secondary and derivative".

That is surely a reversal of what we usually assume. There are good reasons for it. "In thinking the mind alone is active. In acting the body indeed is active, but also the mind. Action is not blind. When we turn from selection to action we do not turn from consciousness to unconsciousness. When we act, sense, perception and judgment are in continuous activity along with physical movement."

MacMurray's thesis seems to me directly relevant to the changes in education which I have been mulling. It is not just that through the history of education, and specifically during the nineteenth century, the gap widened between thought and action; it seems to have led to the belief that thought was in some way superior and action an inferior part of the whole.

In terms of education this meant—and I believe that education still has this belief—lower sub-consciously—that the highest levels of education were concerned with thought or reflection for its own sake and that any kind of activity was in some way a travesty of that purity. Knowledge for its own sake was, as nineteenth-century Oxford declared, the highest peak to which an education could aspire.

It is fundamental to the new synthesis that I am attempting to reach that action—not for its own sake but as part of, and indeed the completion of, thought—is in every way as estimable, and may even be more so. It follows that there must be some implication for the individual or institution involved in action as well as in or including thought.

To quote MacMurray again, "The starting point of personal development, since a person is an agent, is the development of the ability to act."

But as soon as one says that action is the very heart of development, it is not hard to see that the starting point for reflection and for study is no longer the individual by himself (who has always seemed the starting point for a philosophy) but a number of individuals in relationship to each other.

Now, in my own words, the basic unit for our kind of society is not the individual person or the individual student. It is something in relation to something or someone else. That is what is involved in action. There is no such thing as action in isolation. Action involves the reaction or interaction of someone else.

Or to summarize, the dualism of thought and action is a nonsense; the unity of experience requires action; action involves more than one person in isolation; but paradoxically, it is the key to personal development.

What are the implications of this? Firstly I think it means that the starting point for our educational planning, both as regards courses and disciplines, requires ratiocating in terms of groups of people, the relationships between them and between them and the societies involved.

For example, this measure of success should not in principle be merely that someone has acquired so much knowledge; it should be that someone has acquired the skill to do something effectively with it. That is particularly difficult to examine, though with every year we develop more ways of looking at it.

Secondly, it means that our systems of promotion and staff development should be based, not just upon scholarship and learning, but upon the ability to carry out tasks—in this case primarily the task of teaching. That, of course, at the level of higher education, is not as simple as it sounds.

Thirdly, there are implications for the kind of studies involved. The very nature of knowledge itself is affected by the way in which it is to be put and the modes of thinking which encompass it. I suspect that facts, or what pass for facts, are actually different when they are seen in a context of action and not in a context of reflection. For action involves the recognition of things as such.

Let me now try to bring these three elements together and draw a few general conclusions. It follows, I believe, from the implications I have outlined, that the sources of material for our education, the generators of our total experience, are not simply words, not certainly not just books. They are, so to speak, "out there".

It must be the case—and here I come full circle—that such knowledge cannot be acquired in isolation or privacy; it requires co-operation. And that is true of society as a whole. It may well be the case that a study of depth can be carried through in isolation. The application of that study undoubtedly demands collaboration.

Let me try to sum up and draw a very general conclusion, with some quotations which seem to me valuable. If the task I have outlined is the right one, there cannot be one place or one kind of institution of higher education self-sufficiently placed for the more action-oriented institutions become, the more demand there is for such courses from potential students and from society, the more varied and complex will all the institutions be.

At the end of the day the institutions may well overlap and even identical, but only in the sense that organisms of varied and multiple kinds resemble each other in that parts of them may be identical.

In the meantime it cannot do harm to define some of the objectives of the different institutions and parties. For example, I could not dissent more from the statement of the basic ideas or values which a university must stand by, given by Sir Walter Moberly in *The Crisis in the University*. They are:

● The conviction that the things of the mind are worth pursuing, developed to an intensity at which it becomes an intellectual passion.

● The duty of intellectual thoroughness, of pursuing the argument where it may lead.

● The obligation to be meticulously accurate in dealing with empirical evidence.

● The obligation to approach controversial questions with the temper of a judge rather than of the advocate of the nostrilous "expert witness".

● Insistence on freedom of thought and publication.

● The conviction that the university has indeed a social responsibility, but that this is first and foremost a responsibility for fostering the community's intellectual conscience.

If those are the objectives of the university, the best statement I have read about the objectives of students is that given in paragraphs 107 and 108 of the White Paper, *Education: a framework for expansion, 1972*.

"The motives that impel sixth formers to seek higher education are various, serious and seldom clear-cut. A minority wish to continue for its own sake, the study in depth of a specialized subject to the top of their bent. It is crucial for the world of scholarship, research and invention that their needs should be met. This has always been a leading function of the universities and must remain so."

"Some students have a specific career in mind. A larger number are anxious to develop over a wider field what the Robbins Committee called the general powers of the mind, but not without questioning whether a specialized limited degree course is the best way of achieving it."

"Some ask for no more than a stimulating opportunity to come to terms with themselves, and to discover where their real interests and abilities lie. Others have no better reasons than involuntarily to fall in with the advice of their teachers and the example of their contemporaries. But not from the surface of most candidates' minds is the tacit belief that higher education will go far to guarantee them a better job. All expect it to prepare them to cope more successfully with the problems that will confront them in their personal, social and working lives."

It is important that the last and most widespread of these expectations should not be disappointed. The Government has sympathy with the sincere desire on the part of a growing number of students to be given more help in acquiring—and discovering how to apply—knowledge and skills in the real world. The question is whether they can create a unity, not negatively by rejecting the traditional dualism, but positively by achieving a concrete reality in their day to day activities.

That statement is a valuable corrective to Moberly. While he states clearly what the university must do, it is not what the polytechnic should do. The universities could put it this way. The universities can exist without the polytechnics; the polytechnics cannot exist without the universities.

It is possible—and to my mind the ultimate challenge—that the polytechnics if fully developed could be, not the primary, but the most total and comprehensive places for higher education, embracing the technologies and social sciences, the arts and professional studies, all within the general context of application—a vast work in "the art of the utilization of knowledge". Their scope is enormous and so is the challenge.

The question is whether they can create a unity, not negatively by rejecting the traditional dualism, but positively by achieving a concrete reality in their day to day activities. Edited text of an address to the Headmasters' Association conference.

Dr Nutgens is director of Leeds Polytechnic.

Starting a career on probation

The Campaign for Academic Freedom and Democracy seems to have received rather more complaints about cases of tenure in the last year or so compared with previous years, but whether these represent a trend towards stiffer conditions within universities it is impossible to say.

It is the usual practice in most universities to appoint to the bottom of the scale—or to the level appropriate to age—and to attach to the appointment a probationary period of up to three years. The requirements for obtaining tenure are often very loosely stated and need to be more clearly defined and explained. Usually there are two criteria: the first, that the probationer must prove competence in teaching; and the second, that there has been evidence of continuing scholarly work.

Normally, this second requirement is met by the successful completion of a thesis for a higher degree, and problems only arise when the thesis has not yet been finished. Here, the reviewing committee ought to have some general procedures to guide them in their assessment. It needs to be appreciated, for example, that in some fields of study the completion of a PhD can be spread over a period of up to six or seven years, whereas in others, it is usual to expect the candidate to complete it in the first year of his candidature, mainly because within the three years of their postgraduate research grant.

There are no value judgments here; it works out differently in different subjects. Now when ought a thesis to be finished? In the case of non-completion of a thesis, in presenting his recommendation to the review committee?

I suggest three things, on the assumptions that the probationer has completed some sections of his thesis: first, a report to state the extent of non-completion of the thesis, already written up; second, a report from the supervisor of the thesis, who may, of course, in some cases, be the head of department; third, a report by an outside expert on this low suggestion is to my mind entirely inadequate. GMC should see to it that the probationer, as well as that of the review committee.

Assessment of teaching ability



This whole question of teaching assessment requires much more serious public debate than it has so far received. In the meantime, I suggest that the assessment of probationers' teaching ought not to be left to the head of department, and/or limited to two or three lectures just before the report for the review committee is made. It ought to be a longer-term process over the whole period of probation, with regular discussion and advice at each stage. And since no person's evaluation is not sufficient, the assessment can only be done by a small group of colleagues, of different ages and with different experience.

In the event of an adverse report, the head of department, the procedures need to be very clear and specific: if the probationer is to receive, and to feel that he has received, a fair evaluation in the first place, the full adverse report must be made available to the probationer, and that in summary form, or by verbal communication.

The author is professor of Educational and Social History at the University of Hull, and is an executive member of CAP.

John Saville

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American news

Yale lays down free speech guarantees

from Frances Hill

NEW YORK

All Yale University catalogues, as well as faculty and staff handbooks, should include explicit statements on the fundamental importance of freedom of expression.

This is one of the recommendations of Yale's Committee on the Freedom of Expression, convened after students presented Professor William Shockley, the Stanford physicist, from speaking at a Yale debate in 1974, by derisive applause and shouted insults and obscenities. Professor Shockley is well known for his view that blacks are genetically inferior and should take part in a programme of voluntary sterilization.

Professor Shockley debated at Yale again last month after the report's publication, but the visit passed off without disruption or violence. Students picketed the meeting and marched outside the debating hall but remained peaceful. Admission to the debate was by previously distributed ticket, and police guarded the hall.

The committee whose recommendations have been accepted in principle by Yale's administration, urges the "re-education" of students and faculty in the importance of free speech.

Each university department—its dean, faculty and students—should consider the most effective means to clarify and discuss the relation of free expression to the mission of the university, the report says.

These means might include addresses in entering students, discussions in informal settings such as the residential colleges, and special attention in the subject in student publications.

The committee also urges that individuals and groups who object to a controversial speaker should understand the limits of protest in a community committed to the principle of free speech.

The university could also be more effective in discharging its obligation to use all reasonable



Jonathan Edwards College, Yale University.

effort to protect free expression on campus, the report says. It should retain an open and flexible system of registering campus groups, arranging for the reservation of rooms, and permitting groups freely to invite speakers.

But it is entirely appropriate for the president and other members of the administration to attempt to persuade a group not to invite a speaker who might cause serious tension on campus.

"It is appropriate for the university official to explain to the group its moral obligations to other members of the community," says the report. "It is important, however, for the official to make it clear that these are moral obligations for the inviters to weigh, along with other considerations in deciding whether to go forward, and that a decision in any forward is one which carries no legal or disciplinary consequences nor risks of more subtle university reprisals."

The university should have the power to impose sanctions against disrupters at a debate or meeting. Since the university had little power against offenders from outside the university it might require

individuals to produce university identity cards to gain admission. Much can be done to forestall disruption if sufficient notice is given of an impending controversial event, the report says. The administration and others can meet with protesting groups, make clear the university's obligations to free expression, and indicate forms of dissent that do not interfere with the right to listen.

Disruption of a speech should be regarded as an offence against the entire university and one which could lead to suspension or expulsion.

The committee's chairman was C. Vann Woodward, Sterling professor of history.

In a dissenting statement, Mr. Kenneth Harman, a graduate student in economics, says that the majority report is "facile and simplistic" and his recommendations "vague and expedient."

Before free speech could become a possibility, said Mr. Harman, there would have to be "liberation from and increased self-consciousness of the social and irrational factors that condition knowledge and preform the meanings and structures of language."

He also says that the report's recommendation that the university should have the power to impose sanctions against disrupters at a debate or meeting is "a dangerous precedent."

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Boston head urges public aid for private colleges

from Angela Stent

CAMBRIDGE, MASS

In a major iconoclastic article in the May issue of the *Atlantic Monthly*, Professor John Silber, Boston University's president, has called for the introduction of massive state and federal aid to private universities.

Seeking to expose the "totally misleading myths" about independent institutions of higher education, he warns that unless there is some rational form of state aid to private colleges, "the financial crisis that now threatens American higher education cannot be resolved."

The crux of Professor Silber's argument about why private universities should be entitled to the same government aid as state universities lies in his analysis of the financial performance of the independent colleges.

Although tuition fees could be as much as 10 times higher in private colleges, this figure only represented the price of education. The real financial indicator, however, was cost.

The cost of education in the two sectors would be equal, but in fact the cost of education in private colleges was often lower than in state colleges because of the wasteful use of resources and the frequent duplication of good private facilities on underutilized new state campuses.

In this way, says Prof. Silber, the state sector will be competitive with the private sector and much of the harmful waste will be eliminated.

If the independent and state sectors did not "unite in the task of rational coordination," the state sector could not survive on current "brink of disaster."

Private education costs the taxpayer less than public education according to Professor Silber. Therefore "the rational solution" to use already existing schools and facilities in the independent sector by subsidizing tuition fees.

To preserve the best qualities of the private sector he calls for a revolutionary system of unified financing entailing a system of state-financed tuition fee vouchers for all students.

In this scheme, the state would estimate the annual operating cost of educating an undergraduate at a state institution (now \$2,250) and make this amount available to the private college.

For a private college, the voucher would be the sum of all vouchers brought by its students. For a private college, the voucher would be the sum of all vouchers brought by its students.

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West Germany

Opposition continues to block urgent reforms

from Paul Moorman

BONN

Talks aimed at breaking the long-protracted deadlock over the reform of West Germany's higher education system are due to restart here next week in a mood of pessimism.

One of the main bones of contention is the vexed question of university admission policy, currently in chaotic disarray.

Also being disputed are the development of comprehensive universities, staff and student representation in decision-making and a drastic shortening of the time allowed to students to take their degrees.

At a more philosophical level there is strong resistance to proposals to make the country's institutions of higher education more aware of the needs of "society".

To do so, it is argued, would curtail the traditional freedoms of teaching and research.

Next week's talks will take place because the government's University Framework Bill, passed by the Lower House (Bundestag), was thrown out by the Upper House (Länderparlament).

The Upper House has a slim one-vote opposition majority. It is also composed of representatives of the Länder, which are largely responsible for educational affairs and which do not want to see Bonn taking over additional powers in this field.

Even those Länder which are controlled by the government Social Democrats are opposed to some parts of the Bill, which attempts to lay down a common basic structural framework to apply to higher education institutions throughout the country.

First drafted in 1970, the Bill has outlived two federal Ministers of Education. Although constantly watered down in the process it is still being steadfastly rejected.

Resistance to it is being spearheaded by the Opposition Christian Democrats and the Bavarian Christian Socialist partners.

When a measure is rejected by the Upper House, there is provision for it to go to a Mediation Committee of both Houses in the hope of arriving at a compromise which can then be re-pushed through the parliamentary machine.

This is what is to happen with the Framework Bill.

But because of entrenched Christian Democrat positions it seems unlikely that any progress will be made at this stage in the case the Bill is expected to be shelved for the rest of the Parliament.

Its fate will be yet another example of the political stalemate in Bonn.

Here the stumbling block is the professorial. Dr. Eberhard Böhm, head of the higher education department at the Ministry of Education, told me: "Ask five professors the course of time needed to complete a course and you will get six answers."

Again, the proposed legislation aims to set down guidelines to get a consensus of opinion among experts as to what would be a reasonable course of study for a particular course.

Everything is still negotiable, is the current government position—though the Opposition has so far shown little willingness to compromise. Land elections being held this weekend in two states may lead to a change of heart if the Social Democrats make significant advances; otherwise the Bill looks like slogging on the shelf.

These demands for the implementation of the political economy course have also claimed that attempts to develop its teaching are being undermined by the head of the department, Professor Warren Hogan.

A tutor in the economics department, Mr. Paul Roberts, who played a significant role in the development of the present first-year political economy course has been his contract terminated by the university and a final-year student to the department, Mr. Michael Brenzel, has been suspended following interruptions during an address by a visiting lecturer.

The allegations against Professor Hogan were made in a circular letter from 10 academic staff in the department including Professor G. Sluimans.

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ample of how educational change has been consistently blocked because of a coalition administration often at the mercy of an Opposition-controlled Upper House and five (out of 11) Opposition-run Länder.

Officials at the Ministry of Education here point to the vital need, for example, to rationalize university admission on a national basis.

Long queues exist in many subjects as the result of a controversial decision imposed two years ago by the Constitutional Court in Karlsruhe.

The court ruled that universities were entitled to introduce a numerus clausus in those subjects where there were already too many students for the existing staff and accommodation in cope.

The ruling was made despite a paragraph in the constitution guaranteeing a university place in every subject to those who had the school-leaving certificate.

Since then a numerus clausus has been extended to a wide range of subjects.

Many universities have arisen: very high Abitur marks are needed for dentistry, veterinary science, law, philosophy, and, for example, not into university with a relatively low score.

Potentially good dentistry students are thus excluded by potentially poor philosophy students.

The situation is complicated by the fact that the different Länder have different ways of setting and marking their Abitur papers.

A national Abitur would be established under the Framework Bill.

One way of speeding up the flow of students through the universities would clearly be to limit the length of time taken over courses. The "corral student" is still very much a feature of campus life.

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South Africa

Union cleared of finance allegations

from Louis Holtz

JOHANNESBURG

The National Union of South African Students (Nusas) has been cleared of implied charges that its funds had been misused by members of its executive responsible for the handling of its financial affairs.

The allegations were contained in the report of the government-appointed Schreijer commission of inquiry into the activities of the organization. They were among the charges which led to the banning of a number of Nusas leaders after the publication of the report.

It has now been announced that the proceedings are to be instituted against those unconnected with the Attorney-General of the Cape, the question has been raised whether the government should rescind or at any rate review the

five-year banning orders imposed on the former president and other office bearers of Nusas.

A spokesman for the Progressive Party said that the persons concerned should either be charged on criminal allegations made by the commission against them or finally cleared. Nusas's books, which were seized by the police more than six months ago, have been returned to them.

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The National Union of South African Students (N



HIGHER EDUCATION SUPPLEMENT
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

Light justice for students

The sentences handed down last week by the disciplinary committee at Lancaster University to 30 of its students have produced a mixed response at Lancaster itself and elsewhere.

While there is a general feeling that the apparent severity of the punishments meted out were justified in the circumstances, this approval is tempered by doubts that the university may be sowing the seeds of a further flowering of disruption and dissent.

It must first be said that the Lancaster students have brought their troubles on their own heads. The occupation which gave rise eventually to the investigative committee and the disciplinary committee was instigated on the most transparent of excuses. Students may have legitimate grievances in many areas, but the proper approach is to initiate a discussion rather than attempt to force a showdown.

The Lancaster seminar showed its disapproval of these tactics by voting unanimously for the disciplinary proceedings, and gave the disciplinary committee the power to take what action it thought fit, including expulsion, against students found guilty of offences.

What makes it so difficult to decide whether the university has taken the most sensible, even if morally absolutely correct, action is the variety of motives to be found within the student body leading to the simple-minded action involved in occupation and disruption.

Students, to misquote the education *Black Papers*, are not naturally bad, and they become involved in militancy for a number of reasons: some because they are genuinely seeking to improve the quality of student life and who may nevertheless have political convictions which lead them to extreme actions, some because they are bored and welcome a break from the pressure of work, some because they are irresponsible and stupid.

These categories have always been and can surely continue to be dealt

with by the traditional methods of internal university discipline procedures. For such students, on occupation is often little more than a rag which costs rather than makes money. Universities by their very nature are able to absorb and contain an enormous amount of internal dissent, and their autonomous status requires that they should be able to do so.

They are, however, notoriously susceptible in the activities of a fifth column. It cannot be denied that those universities which are most troubled contain a small number of hoodlums who are motivated either by political or personal convictions and whose sole aim is damage and disruption. These people, and there are only a tiny number, have no place in the universities.

The problem is that an occupation and its consequences turn all those involved with the same brush and the idealistic and the stupid find themselves arraigned for the same crimes as the outlaws.

The Lancaster students who were punished met out comparatively lightly. Ordinary working youths who behaved in a similar manner would almost certainly have been dealt with much more severely in a criminal court. But such proceedings would have been held in public, unlike the Lancaster tribunal which was a private affair.

For a student expulsion is a serious matter, although not as damaging as a criminal record, and it was not possible independently to judge whom, if any of those found guilty, were among the malevolent and whom were merely misguided.

It is easy with the wisdom of hindsight to criticize the Lancaster procedures, but certainly disciplinary proceedings held in private make independent assessment difficult. And as academics are largely inexperienced in formal disciplinary matters, an independent chairman might have been a valuable asset on the disciplinary committee.

One misjudgment too many?

Supporters of Mr Terence Miller, director of the Polytechnic of North London, last week accused members of the court of governors of the "calculated use of a flimsy pretext" to recommend his suspension. In a letter to *The Times* they attacked them for a "grotesque over-reaction" to what was "a relatively trivial error of judgment". The submission to the Department of Education and Science of his own recommendations on the level of student representation after having previously agreed a different level.

What they failed to mention was that this was by no means the first time Mr Miller had suffered an error of judgment. On two occasions previously he had been called to discuss his irregular conduct.

The first was in 1972, when, with but consulting the court of governors and without offering an explanation until three months later, he suspended Mr Wycliffe Jenkins, the head of the business studies department.

The second was 18 months ago when he signed a form approving two business studies courses and then wrote to the awarding body saying he did not think they should be approved.

Not do the supporters mention the fact that it was not only the governor of the court of governors who recommended Mr Miller's suspension. The court of governors and the London Education Authority, which was the disciplinary committee, which was

almost unanimous motion condemning the director's action as "grossly improper".

The significance of this role lies in the relatively conservative composition of the committee. It has no student or staff-elected members, and comprises leading members and officials of the ILEA, including the education officer, representatives of the directorate, including the director, and the chairman and deputy chairman of the court.

Finally, his defenders point out that the substance of his letter recommending that the student representation on the academic board be cut from 33 per cent to 12 per cent, which the Joint Advisory Committee had recommended 20 per cent, would probably have considerable support both inside and outside the polytechnic.

This is undoubtedly true. A level of 12 per cent would still only bring the polytechnic into line with the majority, the average being 11.5 per cent. Moreover, the students of North London have an appalling record of disruption, and intolerance, unjustifiably labelling Mr Miller as a racist when in fact he had taken a relatively anti-government line as principal of the University College of Rhodesia.

But the substance of his letter to the DES is not the question at issue. This crisis of the matter is whether or not he should have been called to account for his actions.

Mr Miller's suspension is not a precedent. It is a warning to all those who are in a position of responsibility in the universities that they must be able to justify their actions to the community.

LETTERS TO THE EDITOR

University and poly salaries

From Mr Jonathan Bard and others
Sir,—It is most unfair of you to say that university teachers are considering strike action because polytechnic lecturers are paid more than they are. (*THES*, April 25).

We, in the Medical Research Council, who are paid on university rates, are glad that the polytechnic teachers get a reasonable salary. We do not regard a good standard of living to our technicians and technical officers, who, as they are on NHS pay scales, are now on similar or better scales than the MRC scientists. We are, in fact, furious because, in a time of rapid inflation, university teachers are a special group whose real salaries have not been maintained by the Government.

MRC scientists feel particularly hard done by, for not only is our salary tied in university rates, but we do not get such university fringe benefits as sabbaticals. Moreover, our career prospects are more uncertain than any other equivalent group of scientists, for our career system is designed to throw out a proportion of the scientific staff.

In the recent round of tenure decisions, around one half of the applicants were rejected by distant committees on nuclear criteria. In our own unit, at the Western General Hospital, several scientists whose work has never been criticised over five or six years have been refused tenure and have no idea why they were rejected. You can picture their prospects in the current job market. You might well think that this is a topic on which your newspaper should have views.

It does not help teachers and research workers in the present climate for you to debate the level of argument to a wide comment on differentials.

Yours faithfully,
JONATHAN BARD, DAVID YOUNG, BRIAN COHEN, YVONNE BOYD, JACKIE ROBINSON, ANDREW CORRUTHERS, ELIZA BETH ARTHUR, TOM ELSDALE, MARGARET DUNCAN, PAUL PERRY, CHRISTINE GOSDEN, JOHN GOSDEN, ROBIN MCDERMOTT, MARSHALL PRESSER, JOHN CAMERON, MAUREEN O'RIORDAN, MICHAEL STEEL, PAULA SUZA LIMA, DAVID MASON, TOM FERGUSON.

MRC Unit,
Western General Hospital,
Edinburgh.

from Mr P. R. Bridger
Sir,—Deafened by the clatter of middle-class begging-bowls, but not yet blinded by the brilliance of man-

ificent arguments, I continue in the opinion that university lecturing is a well-enough rewarded profession.

At the hour when most of us are scanning *The Times* or *The Guardian*, benignly watching our wives pack the children off to school, millions have already clucked in and out of the house over implacable machines. Not for them the thrill of intellectual challenge, the freedom to control their own (inevitable) prospect of a dozen or more annual increments: for them the dirt, the danger, and the ever-greater fear of unemployment.

Lawyers, doctors and accountants are also spared the major discomforts of an industrialized life, and have always been over better rewarded than university lecturers. However, it is precisely the habit of looking greedily towards those better off than ourselves that has led us into the labyrinth of inflation.

I suggest that the time has come to oxidize more closely some standards that might be seen as absolute. The best things in life are not free—true; but they are very cheap.

In public libraries there are more books than I shall ever read, more recorded music than I shall ever have time to listen to; museums and galleries are of easy access, and conversation and companionship are still as free as the air. At an Association of University Teachers meeting recently a colleague informed me that I had been reading too much Plato—I replied that he had not been reading enough.

"Back to Socrates" is a slogan that may not inspire many twentieth-century teachers, but I find it easier to defend than "On with Oliver Twist".

My good friend and colleague Peter Medgwick writes to you (*THES*, April 25) that we cannot on our own, "escape the evolutionary imperatives of a competitive and hierarchical society". I answer that it is up to us to do so, by the use of whomsoever they may leave, and up to us to determine the rules of the competition. If we decide that the battle is about money, then we have already lost, but if we decide that the battle is about how to live a decent life and how to use our intellectual talents, then all our salaries come as pure 100 per cent bonus.

Yours faithfully,
P. R. BRIDGER,
Happy Island,
Pwllmell Road,
Cardiff.

Staff-student ratios

from Mr R. S. McConnell
Sir,—The table showing that the staff-student ratios in polytechnics are more favourable than in universities was surprising (*THES*, March 28).

Presumably the reason that so many of us in polytechnics seem to be so hard-worked is that universities have a much better proportion of clerical and administrative officers—and typists—per lecturer.

A further explanation why so many of us seem to be so busy is that some polytechnics have departments with an extremely favourable staff-student ratio because their courses are no longer attracting many students: the corollary being that other departments are unable to be allocated additional lecturers, in spite of the large increase in student numbers on their courses. For the reason that the education authorities are not permitting polytechnics to have additional staff, and, in many cases, are requiring an overall reduction in the number of lecturers, hoping that the polytechnics will themselves be able to rationalize the great disparity in student-staff ratios between departments.

Such a policy is, of course, very difficult to implement. Thus it is that despite the fact that the staff-student ratios in polytechnics are more favourable than in universities, many polytechnics are still dis-

Political studies

from Mr Russell Price
Sir,—Ivor Crewe's reflections on the Political Studies Association conference (*THES*, April 11) were both interesting and provocative.

I suspect that the title of the association and its journal, *Political Studies*, was chosen over 20 years ago precisely because it was neutral, and being uncontroversial would be generally approved of by professional students of politics; by those who consider that the "scientific" study of politics is possible or has been achieved as well as by those who, far from thinking that politics is, believe it to be a social science. (As Mr Crewe believes), would not classify it as a social "science" at all.

"To describe oneself as a 'student of politics' or as engaged in 'political studies' is certainly not to 'simply fall to label (oneself)' at all." It is very strange that Mr Crewe should think that the use of "studies" implies a non-political attitude to research. I wonder what he takes to be implied by *French Studies*, *Italian Studies*, *Studies in the Renaissance*, *Victorian Studies*, *Modern Asian Studies*, and similar titles of academic journals.

Language teaching

from Professor D. E. Ager
Sir—Professor Charlton (*THES*, April 25) is very keen to lead out at the technological universities and polytechnics language courses and their doing attempts to drag language-teaching in higher education out of the Middle Ages.

It is a pity he sweeps all his other prejudices into the same attack and blames us for almost everything, including the failure of the primary French experiment to provide him with linguistically expert students who would enable him not to bother teaching the French language at all.

When will he and his friends, whose ferocity is undoubtedly increased by the shrinking number of sixth formers who are prepared to accept aristocratic ivory-tower requirements as much academic intellectual capacity as any study of Racine's tendresse?

And that what is for him "background" is for us "foreground" we study languages in their social and political context as the focus, not an incidental of our courses? And that we do not train translators? And that employers do not prefer "arts graduates, properly trained in the intellectual mode"—the *Yank* survey showed a higher proportion of "our" graduates going into industry and commerce than of "traditional" graduates?

Really, to read Professor Charlton is a delight but to make any sense of his arguments is much less so. One might inquire of him to starters why he is so opposed to the idea that undergraduate education should be regarded as a preparation for life in the world outside education; why he so steadfastly refuses to believe that his graduates actually make use of the results of their three or four years' hard work in French?

To talk tendentiously of "humanities education surviving the vocational courses centred on interpenetrating techniques for largely non-existent vocations" is as much rubbish as to talk of the graduates of our courses going reluctantly into teaching. The *Yank* survey, again, shows a far greater proportion of "traditional" graduates doing so.

And as for the decline of foreign languages being caused by competition from the sciences, it is all part of the *Black Paper* belief that "real education" should only be offered to the sons of the aristocracy, and that everyone else can "disappear into apprenticeship".

It is a great pity Professor Charlton attempts to drive this article wedge between two types of course as he knows full well universities in this country offer a range of courses, spanning the whole gamut from area studies, via linguistics and the socio-literary, to the vocational mediocrity.

This range is one of the great advantages of the British educational system; if the educational authorities were as all to go together along with the same curriculum, because, in their view, studies of the sixteenth century are more intellectually valid than studies of the twentieth century, than they will have to show rather better than be urged to do the advantage to students and to society of such an imposed, directed training.

Higher education must accept responsibility towards both individuals and society as a whole; if the technological universities feel that, as a part of a free society, they wish to ensure that they are not creating unemployable dilettantes, then this I feel, is something to be proud of.

Take heart, Professor Charlton: the staff in the technological universities, nearly all of whom have been trained in traditional universities, are fully aware of the defects and advantages of both approaches to language learning. It is, after all, because we know the defects of one that we have devised the other. To suggest, however, as you do, that sole aim is to train students for non-teaching jobs is at best wrong-headed, the *Yank* survey—and at worst one more of the handbills of academic mind which have been set around in the hope that some will stick.

Yours faithfully,
D. E. AGER
D. E. Ager, in Modern Languages

Levels of work

University teaching is the teaching that university teachers do

Further education teaching is the teaching that further education teachers do

If polytechnic teachers are to do what university teachers do, they must have university conditions for doing it

Ronald Tress discusses salaries

The Houghton Committee, rightly therefore in my view, opted for a common grading structure and, given level of work as the established measure, chose the form already most widely in operation: the grading, not of institutions or individuals, but of permissible establishments: "posts making up the establishment of the institution are distributed proportionately among the grades according to the levels of work undertaken" (para 160). The method gives due weight to the overall balance of work in each institution without arbitrarily breaking up the spectrum. At the same time it leaves institutions and their authorities with a degree of freedom in the allotting of available posts to particular teachers which they would not have if the teachers themselves were graded. They are free to appoint an outstanding young teacher in Lecturer II post if they need him. Equally, they can reward by promotion to Lecturer II the well-established teacher who is prepared to give his time to the less bright students, the professional examinations or the youngsters on day release.

The demarcations required for a level of work system to be operable present two sorts of problem. There is first—taking O-level or grade, ONC and degree as the benchmarks—how to relate all the other available qualifications to those three. This is the problem of "equivalences". Secondly, there is what standing to give to work which parallels (may even coincide with) some of the work in these qualifications but which does not go far enough to reach an "equivalent" conclusion or maybe stretches across one equivalent without reaching as far as the next. This I shall call the problem of the module. I shall not take up space on the first. Working out "equivalences" is a small industry in itself, but the skills are well established. About the problem of the module, on the other hand, there is a lot to be said.

The Houghton Committee marked out the levels of work for a common grading scheme to cover all non-university further and higher education, both north and south of the Border, and specified five categories:

- I Courses above first degree level and research training;
- II Study above ONC or equivalent standard leading directly to a university degree or equivalent qualification;
- III Study of equivalent standard to that in category II, but not necessarily leading to the qualifications mentioned in that category;
- IV Study or courses above O-level GCE or O-grade SCE or comparable level leading directly to the ONC or courses or parts of courses of a comparable standard;

V Courses other than those listed. Category I is an innovation, offering the prospect of an increased proportion of higher grade posts in the polytechnics, the Scottish central institutions and the colleges of education. I have already pointed out how the reformulation of the final category, now Category V, takes it out of the rank ordering of the rest. The problem of the module centres upon differentiating between Categories II and III. The latter is listed as being "of equivalent standard" to the former. The difference between them is that the former does, and the latter does not necessarily, lead directly to a degree or to equivalent. What is meant by "leading directly to the degree"?

The Houghton Report shows deep misgivings on this question: "the development of modular degree structures, the possibilities of an enriched Certificate of Education course being extended to a BEI degree, the introduction now of the Diploma in Higher Education which is simultaneously a terminal qualification and a stage leading to a degree, make the rigid reference to degree work increasingly difficult to sustain..." (para 165). The pattern of the three-year integrated single-subject programme was never the sole pattern of study leading to an honours degree, even among the older English universities (remember the Cambridge tripos). Though strongly upheld in many quarters and still dominating much of university practice, it is even less typical following the developments quoted above. Although we are still a long way from "the co-ordination of free choice", to use Geoffrey Squires's terminology of unit-credit systems (*THES*, March 28, 1975), the module and the achievement of a degree award

through the accumulation of modules are inescapably with us. We can wrestle with the consequences, but not against the happening.

So it was that the Houghton Committee, in its Categories II and III, kept the distinction between work which does, and work which does not, lead directly to a degree or degree-equivalent but deprived it of any effect on establishments. In their revised rules for determining the proportions of posts in the lecturer grades, the status of departments, and so on. Categories II and III are invariably bracketed together. All the more surprising, therefore, is the occasion for which they are then prised apart. "For the purposes of pay determination", says the report, "a distinction must be drawn if legitimate differentials among teachers are to be sustained" (para 166). So there are "work bars" in the salary scales. For England and Wales, the top two increments on the senior lecturer's scale are reserved to those responsible for "a significant amount" (at least 50 per cent of work time) of work in Categories I and/or II. Category III work does not qualify. Why?

Above, I cut short a quotation from the report before its concluding phrase: "the development of modular structures, and so on made rigid reference to degree work difficult to sustain" as a proxy for the characteristics to be expected of the teacher. This is the core of the matter. All the categorizing references to "courses" and "study" are not really about the work of the student at all. They are "an attempt to make the academic attainments of the student an assessment of the qualities and characteristics of the teacher". Now, in the university teacher, such a proxy representation is wholly artificial, and unacceptable. To pick up the example in my first paragraph, the economics lecturer in a university is doing university teaching undifferentiated, whatever the source, experience or aims of the different groups of students with whom he classes. In fact, an introductory course in economics given by the same person with the same syllabus and same textbooks would rate Category V if given in an adult education class, IV if given to candidates for examinations in professional accountancy or banking, III if given to students in teacher training, II if given to students enrolled for a CNA degree, and I if included in a course in management studies for graduate engineers. Why cannot we just say, further education teaching is the teaching that further education teachers do?

"Legitimate differentials", is the answer of the Houghton Report. The phrase follows an argument seeking to relate the categorized "level of work" leading to a degree and university teaching: "Teaching for first and higher degrees, supervising and conducting research are the acknowledged characteristics of the university teacher. It has been recognized that teaching for degrees elsewhere requires some or all of these same characteristics (para 165). What also has to be recognized is that these characteristics are a scarce commodity. Given the widespread competition for their possessors from many other professions besides teaching, there are not nearly enough to fill all the posts in all the institutions currently offering degree level courses and all courses within that range. There has to be discrimination, either between institutions or between people in institutions. Discrimination between institutions is contrary to public policy. I gave above the objections to separating off the polytechnics from the rest of further and higher education, given the present patterns of work, and there would be the strongest resistance from the authorities to simplifying the pattern. The White Paper on polytechnics and other colleges (*Cmnd 6006*) specified a dual teaching role for the polytechnics: courses of degree standard and higher education courses below degree standard. So there is left discrimination between people in institutions. Make sure that degree work gets a share of the brightest people. Offer staff needed for work in Categories I and II a higher salary maximum than for staff reflecting the greater external competition for their services.

University teachers are prone to observe that there are teaching in polytechnics former students of theirs now reckoned hardly comparable to themselves and currently better paid—who would not have been selected for posts in their own departments. The universities should not make too much of this argument. It is in their own interests to maintain that degree teaching requires "the acknowledged characteristics of the university teacher" and cannot be done properly for less. Degree teaching outside the universities therefore must pay the rate and provide the working conditions for the job. If it is true that some degree-level teachers are certainly not all—are not up to university standard, university teachers themselves can afford only one response: mark the experience down to past under-performance and see that there is no undercutting in the future. If polytechnic teachers are to do what university teachers do, they must have university conditions for doing it.

Yet the criticism is not to be ignored. The justification for the height of the salary scales, inclusive of the differential beyond the work bar, and the broad comparability these were intended to establish with universities, was in enable the polytechnics to hold on to those present staff and to attract newcomers of whom the criticism could not be made. The agreement of management and unions in the Burnham Further Education Committee to override the work-bar on behalf of senior lecturers already in post, contrary to Houghton recommendation, is a move in the reverse direction: a wasteful gesture to the past and a poor advertisement for the future.

Dr Tress, master of Birkbeck College, London, was member of the Houghton Committee

BOOKS

A living message

Marx
by David McLellan
Fontana, 50p
ISBN 0 19 538333 X

Karl Marx
by Michael Evans
Allen & Unwin, £4.60 and £2.30
ISBN 0 04 921020 3 and 921021 1

Karl Marx and Frederick Engels:
Collected Works Vol 1, Karl Marx:
1835-1843
Lawrence and Wishart, £3.00
ISBN 0 85315 284 5

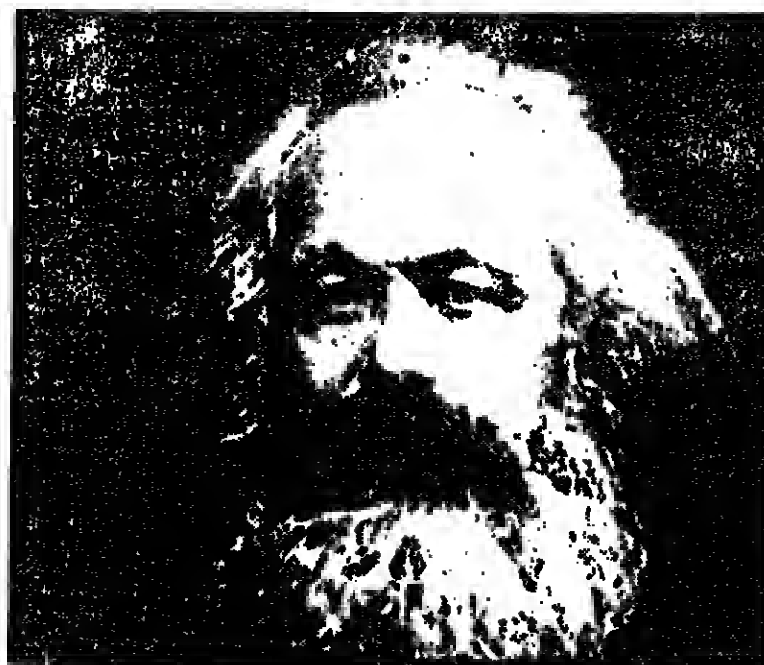
Karl Marx and Frederick Engels:
Collected Works Vol 2, Frederick
Engels: 1838-1842
Lawrence and Wishart, £3.00
ISBN 0 85315 292 6

Such a vast amount of secondary literature has been written on the subject of Marx and Marxism that the appearance of new general works on the same subject would seem at first sight to be of little value. Fortunately this cannot be said of the books of David McLellan and Michael Evans, which possess marked similarities. Both are in a sense general introductions to the life and thought of Karl Marx, and both subscribe to a strictly historical view of their subject, i.e. they see Marx grappling with new and unresolved problems throughout his long intellectual career and consequently adapting his highly flexible ideas in the light of experience. Neither attributes to Marx a crude theory of economic determinism, revolutionary terrorism or a simplistic critique of capitalism; and both see his theories as being rather open-ended. Here, however, the similarities cease both in the aims of the two books and in their substantive content.

McLellan's work in the Fontana Modern Masters series is clearly intended as a short (only 70 pages) general introduction to Marx himself and simple introduction for the uninitiated to the complex world of Marxist theory. As such it can hardly be expected to say anything new, especially as so much has been written already on the subject by its author; yet given the magnitude of the task it is highly successful. The book is easy to read and in certain places, especially in the discussion of the theory of alienation which McLellan has always regarded as the control pivot of Marx's thinking, a masterpiece of compression.

To certain extent the book by Evans must be aimed at a rather different audience, although it too attempts to give an overall view of Marx and his writings. For, at times, he engages in lengthy textual exegesis, often with reference to the original German sources and invariably with edifying consequences. In fact he comes up with many stimulating ideas and in some ways it is a pity that they have to be expressed in so short a space. Sometimes the problem is resolved with an unhelpful succinctness, but at others the treatment of a subject becomes cursory and unsatisfactory. This is the case particularly as regards Marx's concept of alienation, for Evans hardly discusses its "left-Hegelian" background, and even more so with economic theory. The latter is especially unfortunate as this same lacuna is to be found in most modern English commentaries on Marx, and leads, for example, to a trivial discussion of Marx's theory of crisis, attributed almost solely to an under-consumptionist model. Evans himself writes, discussing Marx's economics and then to reject its conclusions from secondary sources at a time when a most productive debate is centred on this subject in hardly satisfactory way.

Where Evans's work is more thorough and more perceptive is in his discussion of Marx's more strictly political ideas. Unlike McLellan, who, to some extent, concentrates on Marx's Hegelian background and hence also draws a clear distinction between Marx and his colleagues Engels, Evans who makes no such distinction, writes of Engels and an equal purpose of Marx's involvement in the world of real politics of his participation in the activities of the League of the Just, the Communist League and above all the First International. He demonstrates that



Marx's conception of working-class organization, though not free of ambiguities, was fundamentally democratic and non-sectarian and that his prime concern was the self-education of the proletariat. In addition in this historical sketch of Marx's own political activity, Evans then analyses in detail his attitudes towards the state, revolution, class structure and the transition to communism. On each of these points he discovers unresolved contradictions or in the very least omissions and also sees a steady modification of views that Marx had once held, especially in the Communist Manifesto.

To examine these points in detail, Evans argues that the Manifesto assumes quite crudely that the state is a simple instrument of class domination, that revolution will be violent, that the class structure of capitalist society is becoming ever more polarized and that little can be achieved within such a society for the working class. In his later writings Marx produced a more subtle view of the role of the state and the possibility of its action being independent of direct class interest; he provided different and sometimes non-violent models of revolutions in different situations, even considering the possibility of a direct transition to socialism in underdeveloped Russia; he saw that the activities of trade unions and the state might improve the lot of the proletariat, although never overthrow capitalism. In short, according to Evans, Marx was forced by his awareness of social reality to abandon many of the fundamental assumptions of his original theory and although he never produced innumerable products of his insights those were never again incorporated into an overall and consistent theory of capitalism.

Now it cannot be denied that Marx's ideas developed as they confronted novel situations: the historical interpretations of an Althusser clearly duty historical reality, as both Evans and McLellan agree. But this does not have to be a necessary consequence of the fragmentation of Marxism as a coherent theory. In the first place it is rather disingenuous to take the Communist Manifesto as clear proof of Marx's early views, and even earlier in his own writings, as Evans himself writes, designed to win support and not to tell the whole truth about the universe. This is not to say that Marx and Engels were lying; simply that a more general analysis of other early writings, and the German Ideology would already reveal greater subtlety and a less clear-cut endorsement of the supposed contradictions that Evans discovers in Marx rest upon the confusion of statements, the precise meaning of which has earlier been demonstrated to be far from clear. Although it may be fair to criticize Marx on the grounds of unnecessary ambiguity, contradiction is far from proved. Most important of all, Marx was concerned not with the eternal truth of specific political ideas, but with the derivation of his study of objective social reality; he

disliked those who made a fetish of his alleged dicta. Hence his refusal to be called a "marxist". What he brought to his study of capitalism was an informing methodology, the conceptual tools in "unmask" alienation and in point out the social realities of capitalist life, rather than a revolutionary rhetoric, to be learnt by heart.

Of course, this is not to say that Marx ever fully worked out the relationship between working-class consciousness and objective economic developments, and Evans may be right in seeing this as the central problem of Marxist theory. It is certainly true that the most important of the later marxists, e.g. Lenin, Lukács, Gramsci, etc. have been preoccupied with "superstructural" phenomena, especially the problem of class consciousness rather than the elaboration of Marx's economic prognosis, many facets of which have more than met the tests of time. As far as these later writers are concerned Evans says little, whereas McLellan does to some extent try to provide an overview of developments after Marx, mainly in terms of a vulgarization of the theory. In some ways this short chapter could hardly hope to be successful, covering such a vast topic in so short a space, and it really raises more questions than it answers. Having made these criticisms, however, it remains to be said that McLellan offers an ideal introduction to Marx for those with no previous knowledge of the subject, whilst Evans is perceptive, provocative and stimulating. Indeed, in the latter case it is a pity he has not written more.

For all serious students of Marx the appearance of previously untranslated original sources is obviously of even more importance than the multiplication of secondary works and hence the publication of the Collected Works cannot but be welcomed. This editorial venture, undertaken in collaboration by the communist parties of several nations, has at last brought forth the first two volumes, the earliest of which are the writings of Engels. Much of the material has a purely scientific interest, e.g. the early literary ventures of both characters, and a great deal of it is tedious, if read continuously. However, the volume of Marx's writings already reveals an "early" Engels, who is not only a good deal more attentive to the transition from feudalism to capitalism than to the origins of the feudal order. A large part of the text, devoted to establishing the argument concerning origins and subsequent development of capitalism, is of a high quality and is particularly impressive on the life of Europe, the history of the working class, and on the history of the First International. The editorial apparatus is excellent and the volumes are enormous and invaluable, whilst the translations are on some occasions a great improvement on earlier versions. All in all 1975 is proving a fruitful year for the students of a message clearly far from dead.

William G. Carr

Historical synthesis

Passages from Antiquity to Feudalism
by Perry Anderson
New Left Books, £5.00
ISBN 902308 70 X

Lineages of the Absolutist State
by Perry Anderson
New Left Books, £5.50
ISBN 902308 16 5

Douglas Johnson recently commented that one of the differences between French and English historians was that the former always seemed to have at least one essay inside them that interpreted the whole of French history, whereas the latter only very exceptionally were interested in writing a complete history of Britain. Mr Anderson is one of the exceptions, and indeed goes far beyond the boundaries of these islands.

The two volumes, which are meant in complement and supplement each other, range over the span of history from classical antiquity to the emergence of the absolutist states in the sixteenth century. It is an extraordinarily stimulating exercise to read these 650 pages, with a text which is abundantly documented from materials in all the major European languages. Mr Anderson gives us the delineation of certain of the leading themes in the historiography of the modern world, and he promises at least one further volume to carry the story through to the development of industrial capitalism in our own times.

Mr Anderson is a marxist. In the foreword to *Passages from Antiquity to Feudalism*, he makes a general point which it is to be hoped will not have to be restated many times again, although given the dogmatism which has afflicted some parts of marxist scholarship in the past, his disclaimers were no doubt necessary. "No special privilege," he writes, "has been granted to marxist historiography... There is no place for fideism in any rational knowledge, many facets of which have more than met the tests of time. As far as these later writers are concerned Evans says little, whereas McLellan does to some extent try to provide an overview of developments after Marx, mainly in terms of a vulgarization of the theory. In some ways this short chapter could hardly hope to be successful, covering such a vast topic in so short a space, and it really raises more questions than it answers. Having made these criticisms, however, it remains to be said that McLellan offers an ideal introduction to Marx for those with no previous knowledge of the subject, whilst Evans is perceptive, provocative and stimulating. Indeed, in the latter case it is a pity he has not written more."

For all serious students of Marx the appearance of previously untranslated original sources is obviously of even more importance than the multiplication of secondary works and hence the publication of the Collected Works cannot but be welcomed. This editorial venture, undertaken in collaboration by the communist parties of several nations, has at last brought forth the first two volumes, the earliest of which are the writings of Engels. Much of the material has a purely scientific interest, e.g. the early literary ventures of both characters, and a great deal of it is tedious, if read continuously. However, the volume of Marx's writings already reveals an "early" Engels, who is not only a good deal more attentive to the transition from feudalism to capitalism than to the origins of the feudal order. A large part of the text, devoted to establishing the argument concerning origins and subsequent development of capitalism, is of a high quality and is particularly impressive on the life of Europe, the history of the working class, and on the history of the First International. The editorial apparatus is excellent and the volumes are enormous and invaluable, whilst the translations are on some occasions a great improvement on earlier versions. All in all 1975 is proving a fruitful year for the students of a message clearly far from dead.

modes of production—although he has much incidental comment of great interest as his narrative proceeds—but with the relation between types of economy and the patterns of culture and politics and the particular character of states, it is important to recall, he notes, that "the secular struggle between classes is ultimately resolved at the political—not at the economic—cultural—level of society". The argument concerning the emergence of the absolutist state in Europe is novel in a number of ways, and needs to be read in parallel with his analysis of Japanese feudalism. Amongst the matters he emphasizes are, first, following Marx, that the origins of a particular mode of production must always be distinguished and differentiated from its later development and structure; that the classical heritage was of crucial importance for European history, in contrast with Japanese feudalism whose origins had nothing comparable, and whose later history was therefore devoid of similar cultural infusion; and that what made European experience unique was this "concentration of antiquity and feudalism". There are points in the discussion when Mr Anderson comes near to the argument that the crucial factor in the transition to capitalism, but here one must wait for his further volume which, he tells us, will be concerned with the political economy of the changes which produced the new capitalist order.

Mr Anderson provides a comprehensive and precise definition of the feudal mode of production. He is, rightly, sharply critical of the promiscuous usage, by marxist and non-marxist historians alike, of the terms feudal and feudalism to cover widely different types of social formation in the pre-industrial world; and while he leans heavily upon the work of scholars such as Claude Cahen, his own formulations are incisive and trenchant. His "control" society, against which he assesses the development of the feudal mode of production, is Japan; the only other social formation he recognizes as authentically feudal; and here one could have wished for a more extended discussion of Japanese history, especially of the past century and a half of the Tokugawa period. In part of any role this must reflect the absence of historical research on these islands, but over so many obvious sources have been missed; and there remain certain important questions not asked, and some problems solved by simple statement. He states bluntly that the transition to capitalism was the result of the impact of external forces, and he might at least have noted that this is still a much debated matter among historians. He might, too, have indicated that for marxists there is here an important methodological problem concerning the relation of a given mode of production, of influence and impact of external forces, and social and political change.

There are, indeed, many problems and questions that emerge from Mr Anderson's pages, and it could hardly be otherwise with a survey of such large proportions. More over, the precision and clarity of his analysis and formulations will greatly assist the reader in his own debate. The extensive and lucid nature of the writings of Marx and Engels on the Asiatic mode of production, though excellent, is not the last word on the subject. It is likely that there will be some controversy over certain issues in the later parts of his discussion. Meanwhile it remains to be underlined what an intellectual pleasure it has been to read the text. He has a real ability for illuminating and succinct generalization; and the Christian Church, for example, and the collapse of the ancient world; "the main factor in the decline of the classical world" not passed to the new mythology of feudal Europe, where history had become a mere "mythology". These two volumes are to be savoured, debated and read again. Altogether they represent a remarkable intellectual achievement.

John G. Carr

Teaching Teaching
by E. C. Wragg
David and Charles, £3.75
ISBN 0 7153 6857 5

Professor Wragg introduces teacher trainers in ways of minutely analysing what goes on in classrooms when a teacher is trying to teach; to methods of judging this "intensity"; and to the means of obtaining the best results. It seems to assume that teaching is the main activity in a school. But, as he reminds us at the start, according to Hilsam and Cone (1971) one quarter only of the teacher's day is spent instructing pupils. Hilsam and Cone studied 150 teachers in 66 schools to reach this conclusion. This small fraction of time is a familiar of the hundreds of times of rubble and rock that has to be extracted before a single diamond is mined, and while a diamond is a useful and attractive object, some one needs to know how best to get that rubble and rock out of the way first.

For many teachers this means knowing how to cope with thirty kids for seven periods a day for five days a week, often in situations which can only be described as dramatic confrontation. It means being able to do at least two masters' work in many more; it means working under pressure with others to impose regulations you possibly do not agree with, and over which you have not been consulted; it means instant patching up of crises brought on often by your own forgetfulness and inefficiency; it means taking, and remembering to take, dinner duty, playground duty, detention duty, it means booking the tape recorder, ordering that film, or trying to make the photocopy work before assembly.

Of course, even if it is not the main activity, teaching is, and should be, the main aim of the teacher, and he needs to know how best to do it. But before we begin, we need to know how to create and maintain the right climate for it to go on, not just in one lesson in one classroom for one period, but throughout the whole year, in the whole school. And this is something which teacher trainers by their current practice,

confined as they are in their summer holidays, are not able to help with. Quite often the best of them like Professor Wragg go out for day-long excursions into the field, collecting samples on video-tape, or on colour photographs taken with the college's instantaneous camera; these they subject to systematic analysis when they get back to the college or department itself many a fruitful hour may be spent on "simulation exercises" with students and imported children.

It may seem unfair, in reviewing one book to complain that it is not a different book. But in this case the point needs to be made that while the experiments and results described by Professor Wragg may have their uses in improving the skills of student teachers as teachers, such activities are much more useful if we know how to tackle the immediate and pressing problems of the schools.

Professor Wragg's main concern, however, is to introduce new methods of training teachers by using "interaction analysis" and "micro-teaching". He makes convincing but modest claims for both these methods. He professes his claims and explanations with two chapters which add nothing to the usefulness of the book. The first is a brief survey of teacher-training throughout history which he calls "Some Historical Experiments". The fact that he confuses the founding of the Ecole Normale Supérieure (to produce professeurs de lycée) with the later establishment of écoles normales for training instituteurs is a pity, but the rest of the book is a reform which would be welcomed in almost every school staffroom, except by the totally untrained student teachers, which consists of a descriptive list of studies going back to the thirties, looking at the origins of students, their motives and interests, as well as attempting to do this as the effect on them of their training. Professor Wragg admits that often the researches are in conflict about their findings and draws the conclusion that students should be "prossed in the direction of self-evaluation and self-determined behaviour modification".

He then gets down to "interaction

Education, Income and Human Capital
Edited by Thomas Juster
McGraw-Hill for the Carnegie Commission and the National Bureau of Economic Research, £9.25
ISBN 0 07 010066 3

This is an important book and one which offers strong empirical support for some of the claims which teachers and educationists have long made about the social value of their product. Robert Michael in an important chapter presents an interesting and convincing model which shows how education improves people's efficiency in consumption. In other words, two individuals with the same money income, the one with more education will obtain greater benefits in his pattern of spending than the other. In another extreme, the person with less education will have a lower standard of living. The book also explores the relationship between education and economic growth, and the incentive to invest in human capital.

Isaac Ehrlich in his contribution on education and crime concludes that education is likely to be a more effective way of reducing crime than the current practice of increasing the cost of crime against education. In other words, education is likely to reduce crime. Lewis Solomon shows how education makes people more efficient savers of income. In a final chapter Albert Baston explores some of the more general effects of education on people's behaviour. He found that higher education leads to more liberal and that the more highly educated people are the more they value the general preparation for life education

Law-abiding liberals

provides rather than training for specific careers. All the articles I have quoted so far come from part two of the book "The Impact of Education on Human Behaviour". I have dwelt on it because it has demonstrated a radically new direction of thinking by economists about education. Economists, or at least those interested in human capital, have made their debut in the world of education by economic returns apparently by economic returns to both individuals and societies from expenditures on education. For this they were of course eagerly welcomed into the fold by the educational world. The National Union of Teachers itself used to have salary claims based on "Investment in Education". In recent years economists have become less popular by offering implicit support to the unimpressive impression of school leavers that whatever may have been the situation in the 1950s and early 1960s, current economic returns to higher education are not so high after all. The first part of this volume concentrates on the economics of education and carries on the practice of several recent studies in the United States of exploiting in depth through multivariate analysis the relationship between education and earnings. The results are not so encouraging as evidence of a crude correlation as evidence of causality. The reader who comes to this part expecting an easy conclusion will be disappointed. Different authors drawing upon the same data come to different conclusions; in some cases diametrically opposed. For example, Taubman and Wales claim that except for those with graduate degrees there is no evidence of an interaction between ability and education.

Harry Rée

Law-abiding liberals

Conversely John Hause using the same data has findings which are not so encouraging. He argues that a model in which ability and schooling interact to produce significantly higher income than would have been produced by a linear combination of the two. Such differences in interpretation are not merely scholarly squabbles on pinheads, nor do they necessarily represent impossibility of objectivity in the social sciences. They are merely an indication of the need for more fact data to find honest answers to questions of tremendous policy significance. If Hause is right, for example, it throws considerable doubt on the widely held view that we are doing people of modest ability a favour by pushing them through educational experiences that they neither want nor are able to benefit from. What is discouraging to a British reader is that there is probably no research at all going on in Britain which would be able to sort out the number of people in Britain who will be able to read it with profit is confined to the rather limited community of professional economists of education (with perhaps some labour market economists) and their graduate students. They have a reasonable grasp of their own research and their lecturers to their writings and their lectures to try to get across to their non-economist colleagues in education departments of higher education institutions, to local authorities and in the Department of Education and Science. The results of some of the important work being undertaken on the other side of the Atlantic.

Gareth Williams

BOOKS

Back to the blackboard

The Choice of a Lifetime? A study of boarding education
by Royston Lambert, with Roger Bullock and Spencer Millham
Waldenfield and Nicolson, £7.00
ISBN 0 297 76862 X

This careful and dispassionate book examines the effect of boarding education on the academic performance, the personality, and the family life of the children who experience it. The conclusions reached by Dr Lambert and his two colleagues will almost certainly be too dull for the purists, the Headmasters' Conference on the one hand and left-wing educationalists and politicians on the other. For this book, if it does not explode old myths, at least lets some of the air out of them.

For example, their research finds that the boarding experience may hamper the academic performance of the very able but may help the child to achieve higher standards. It also casts doubt on the often repeated argument that boarding education stimulates the development of "self-reliance". On the other hand, this book is by no means destructive in its attitude to the traditional benefits of boarding education.

An important distinction made by Dr Lambert is that the alleged drawbacks of boarding education are not inherent in boarding education as a system of organization, but are a reflection of the particular public school style of such education that is dominant in England. Perhaps Dr Lambert, who has moved from being fellow of King's College, Cambridge, to become headmaster of Dorchester Hall, a progressive boarding school in Devon, is indulging in special pleading, but it remains an extremely important distinction. One sad result of the traditional reputation of boarding education is that since education has seemed clear of boarding schools, so boarding education, in the public mind at any rate, has come more and more to resemble an upper-class ghetto cut off from the mainstream of educational advance. This is unfortunate, because as Dr Lambert points out, there are sound educational arguments to justify boarding schools. Perhaps his book will help to stimulate a debate about boarding education that does not concentrate on the political and class divisions symbolised by public schools but allows a wider educational perspective. Peter Scott

New from Elsevier

MAN IN SOCIETY
A Biosocial View

By PIERRE L. VAN DEN BERGHE, University of Washington
Man in Society takes a look at the nature of human nature by comparing Homo sapiens with other species, and it treats Western industrial societies as simply one special type of a social system among many. This author is also concerned with problems of biological and social evolution, drawing on the past, as well as the present, to determine what the range of human behavior is. The content of the book is at least as much anthropological as sociological.
1975. Dfl. 30.00/£ 5.20

PSYCHOLOGICAL ECONOMICS

By GEORGE KATONA, University of Michigan
George Katona, well known and highly respected throughout the world, attempts to show what psychological economics is about; why it is needed; and what it has accomplished until now.
1975. Dfl. 34.50/£ 6.00

THE EFFICIENT ORGANIZATION

By SELWYN W. BECKER, University of Chicago, and DUNCAN NEUHAUSER, Harvard School of Public Health
Becker and Neuhauser present a theory of formal organization which is applicable to all formal organizations, ranging from voluntary organizations (unions, universities) to hierarchical systems (businesses, governmental bureaus). The authors tested their theory of formal organization with two empirical studies: one on 30 hospitals (non-profitable); the other on 15 insurance companies (profitable).
1975. Dfl. 32.50/£ 5.60

SOCIOLOGY OF LEISURE

By JOFFRE DUMAZEDIER, Université René Descartes, Paris
"Professor Dumazedier's book represents the first book in the sociology of leisure, to appear in English. It is a pioneering work which should be the primary framework for any sociology of leisure of the future." - Philip Bossman, University of South Florida
1974. Dfl. 26.00/£ 4.50

THE DEFERRED REVOLUTION

A Social Experiment in Church Innovation in Holland, 1960-1970
By WALTER GODDIJN, Catholic University, Tilburg
In this book, the institutional changes are explained and a sociological hypothesis is proposed on progress and regress in church reform. The author makes comparisons between reform movements in local churches from the beginning of the century onwards.
1974. Dfl. 22.00/£ 4.30

PSYCHOLOGICAL CHALLENGES TO MODERNIZATION

By ALBERT LAUTERBACH, Vienna
"Calling for a much greater emphasis than in the past on psychological and sociological aspects of technical aid programmes, of great help to development planners." - KIDDEF - Israel Journal of Development
1974. Dfl. 22.00/£ 4.30
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P.O. Box 211
Amsterdam, The Netherlands

BOOKS

Inside the shell

the brain and spinal cord, and related to the development of spontaneous activity in the muscles; the development of various levels of coordination in the embryo is also considered. Similarly the later development of the various sensory systems are considered in terms of the behavioural reaction, or electrical activity in the system, in response to sensory stimulation.

In the physiological section an account of the differentiation of the endocrine glands is accompanied by information on the roles of the hormones during embryonic development. There is discussion of the functional differentiation of the yolk sac membrane for the utilization of the yolk and later the albumen, and the development of the embryo's digestive system in response to albumen imbibed from the amniotic cavity. Ideas on the embryonic nitric nitrogenous excretory products, water content of the urine, and the role of the allantoin are revised.

Changes in the permeability of the shell, the structure of the chorionallantois and the increased oxygen affinity of the whole blood are involved in the changing pattern of gaseous exchange. The embryo's remarkable ability to buffer the blood to a fairly constant pH is probably partly dependent on the shell as a source of bicarbonates. There have been exciting developments in the understanding of the transport of calcium from the shell to the embryo but many questions remain.

Finally the physiological changes immediately associated with hatching and the behavioural and physiological condition of the hatchling chicks are discussed. This is a very useful collection of reviews for those interested in recent advances in the embryology, behaviour and physiology of birds.

Janet Horn

Harold Orton
*Institute of Dialect and
Studies*
School of English, Univ.
Leeds, England
and

Nathalia Wright
The English Department
The University of Tennessee
Knoxville, Tennessee, USA

February 1978, xvi + 308
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A World Geography of
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to the UK and overseas,
to the English language
literature and also to
studying the settlement
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people who formed the
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Readers in Canada,
Australia and New Zealand
are especially interested

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studying the settlement and subsequent development of the people who formed the English nation and whose languages contributed to modern English.

Readers in Canada and the USA, in Australia and New Zealand, will be especially interested to know of the existence and origins of dialect words in England and to consider possible links with their own particular variety of English. The book contains 251 word maps showing clearly how elderly, dialect-speaking English men and women use different dialect words for common notions.


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D. M. P. Mingos

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New York, NY 10003, USA

H. McM. Dyer

Polytechnics continued

OXFORD
The Polytechnic of Oxford is seeking applications for the post of Lecturer in the Department of Architecture, Oxford, OX1 2DQ. Salary £12,000-15,000 p.a. Further particulars and application forms from the Head of the Department, Oxford Polytechnic, Oxford, OX1 2DQ.

PLYMOUTH
PLYMOUTH POLYTECHNIC is seeking applications for the post of Lecturer in the Department of Architecture, Plymouth, PL4 8AA. Salary £12,000-15,000 p.a. Further particulars and application forms from the Head of the Department, Plymouth Polytechnic, Plymouth, PL4 8AA.

SUNDERLAND
THE POLYTECHNIC of Sunderland is seeking applications for the post of Lecturer in the Department of Architecture, Sunderland, SR1 3DA. Salary £12,000-15,000 p.a. Further particulars and application forms from the Head of the Department, Sunderland Polytechnic, Sunderland, SR1 3DA.

SHREFFIELD
THE POLYTECHNIC of Sheffield is seeking applications for the post of Lecturer in the Department of Architecture, Sheffield, S1 1DA. Salary £12,000-15,000 p.a. Further particulars and application forms from the Head of the Department, Sheffield Polytechnic, Sheffield, S1 1DA.

Colleges of Art

Chelsea School of Art

(Incorporating the Art Department of Hammersmith College of Art and Building)

Head of Department of Vocational Studies

Grade IV

The Governors wish to appoint a Head of Department of Vocational Studies for September, 1975, or as soon as possible thereafter. The successful candidate, who will be based at Lime Grove, Shepherd's Bush, W.12, will be responsible for conducting and developing a department of some 350 full-time students taking a wide range of vocational art and design courses. Salary within the scale £5,712-£6,480 plus London allowance of £131 and payments under the threshold agreement.

Head of Department of Foundation Studies

Grade II

The Governors wish to appoint a Head of Department of Foundation Studies for September, 1975, or as soon as possible thereafter. The successful candidate, who will be based at Lime Grove, Shepherd's Bush, W.12, will be responsible for conducting and developing a department of some 350 full-time students taking a wide range of foundation art and design courses. Salary within the scale £5,712-£6,480 plus London allowance of £131 and payments under the threshold agreement.

Further particulars and application forms from the Senior Administrative Officer, Chelsea School of Art, New River Road, London NW3 6LS.

SHREFFIELD

THE POLYTECHNIC of Sheffield is seeking applications for the post of Lecturer in the Department of Architecture, Sheffield, S1 1DA. Salary £12,000-15,000 p.a. Further particulars and application forms from the Head of the Department, Sheffield Polytechnic, Sheffield, S1 1DA.

SUNDERLAND

THE POLYTECHNIC of Sunderland is seeking applications for the post of Lecturer in the Department of Architecture, Sunderland, SR1 3DA. Salary £12,000-15,000 p.a. Further particulars and application forms from the Head of the Department, Sunderland Polytechnic, Sunderland, SR1 3DA.

SHREFFIELD

THE POLYTECHNIC of Sheffield is seeking applications for the post of Lecturer in the Department of Architecture, Sheffield, S1 1DA. Salary £12,000-15,000 p.a. Further particulars and application forms from the Head of the Department, Sheffield Polytechnic, Sheffield, S1 1DA.

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CARDIFF COLLEGE OF ART

Department of Three Dimensional Design

Senior Lecturer—Industrial Design
Specialist responsibility for the teaching of Industrial Design. Applicants should be academically qualified and possess considerable industrial experience in a senior capacity. Although teaching experience is not essential there must be a strong interest in design education. Salary: £4,206-£5,412 plus Threshold.

Lecturer Grade II—Workshop Practice
Specialist responsibility for design development in three dimensional media. Applicants should have considerable industrial model making experience covering all types of model making processes and materials. Salary: £2,670-£4,476 plus Threshold. Closing date for applications for both posts: Friday, 16th May, 1975.

Further details and application forms from: The Registrar (Ref. THES1), Cardiff College of Art, Howard Gardens, Cardiff, CF2 1SP. (0222-222021)

Inner London Education Authority

Central School of Art & Design
Fine Art Department

Practising Artists of repute with two years experience of under-graduate teaching are invited to apply for the following positions:—

Lecturer II—Painting School

To act as First Year Master.

Lecturer II—Sculpture School

To work as Assistant to the Section Head.

Salary £2,670-£4,476 plus Threshold payments (£225.60p) and London Allowance (£351). Application form and further particulars from Senior Administrative Officer (FA/1.2), Central School of Art & Design, Southamption Row, Farnham WC1B 4AP (01405 1825).

Humberside County Council

Regional College of Art

COMPLEMENTARY STUDIES INCLUDING THE HISTORY OF ART AND DESIGN

Temporary Lectureship in the History of Art and Design

Applications are invited for a temporary post as Lecturer II in the History of Art and Design for the academic year 1975-76. The successful applicant will replace a permanent member of staff on sabbatical leave.

Good academic qualifications and teaching experience are essential for this post, which will involve a substantial contribution to the CNA tutorial programme together with two courses or seminars in the successful candidate's special field of interest. Salary: Lecturer II Scale £2,670-£4,476 plus threshold payments. Further details and application form from the Registrar, Regional College of Art, Wilberforce Drive, Hull, N. Humberside.

Colleges of Further Education

BOLTON INSTITUTE OF TECHNOLOGY

DEPARTMENT OF CIVIL ENGINEERING

Applications are invited for

(a) LECTURER GRADE II IN HYDRAULICS/HYDROLOGY

(b) LECTURER GRADE II IN BUILDING TECHNOLOGY

Candidates for post (a) must hold a good Honours degree and have some years relevant practical experience or have undertaken appropriate postgraduate studies. For post (b) a degree would be an advantage but professional qualification is essential.

The Department currently offers a range of full-time/sandwich courses including B.Sc.(Hons) and B.Sc. in Civil Engineering and H.N.D's in Civil Engineering and Building.

Appointments will be made within the Lecturer II scale dependent on qualifications and experience. Subject to an individual efficiency test, successful candidates will progress to the Senior Lecturer Scale (£4,206-£5,412) or to the Senior Lecturer Scale (£4,206-£5,412) or to the Senior Lecturer Scale (£4,206-£5,412).

Application forms and further details are obtainable from the Chief Administrative Officer, Bolton Institute of Technology, Deane Road, Bolton, Lancs., BL3 5AS, to whom completed applications should be returned by 18th May.

Colleges of Education

Cumbria Education Committee

Adult Education in the English Lake District

Chariotta Mason College of Education, Ambleside, Cumbria LA22 9BB
Millinorpe Community College (Secondary School) Millinorpe, Cumbria LA7 7DD

Applications are invited for the posts of Adult Education Tutors in the above two colleges in Cumbria. These new posts (Lecturer Grade II £2,670-£4,476 + threshold) will require persons committed to the development of adult education and capable of showing initiative and imagination in devising a service to meet the needs of the local communities.

Separate applications should be submitted by 18 May. Forms can be obtained, together with further details, from the Principals of the respective colleges.

CHRIST CHURCH COLLEGE CANTERBURY

Post of

PRINCIPAL

Re-appointment

The Governors invite applications from suitably qualified men and women GRADUATES for the post of PRINCIPAL of this College of Education. Duties to commence 1st January, 1976, or as soon as possible thereafter. Applicants must be members of the Church of England. The vacancy arises on the retirement of the first Principal, the Rev. Dr. F. Nixon. The post is graded on the Payscale/Houghton Group 5 £8,074-£8,589. Accommodation is provided free of rent, rates, heat, light and repairs. Further particulars may be obtained from the Bursar, Christ Church College, North Holmes Road, Canterbury, to whom applications, together with the names of three referees, should be submitted by the 2nd June, 1975.

CHESTER

CHESTER COLLEGE OF EDUCATION

LECTURER IN PHYSICAL EDUCATION

Applications are invited for the post of Lecturer in Physical Education. The successful candidate will be responsible for the teaching of Physical Education to students in the College. The post is graded on the Payscale/Houghton Group 5 £8,074-£8,589. Further particulars and application forms from the Registrar, Chester College of Education, Chester, CH1 2AT.

CORNWALL

THE COLLEGE OF ST. MARK AND ST. JOHN

PRINCIPAL LECTURER

The Governors of the College of St. Mark and St. John invite applications for the post of Principal Lecturer. The successful candidate will be responsible for the teaching of Physical Education to students in the College. The post is graded on the Payscale/Houghton Group 5 £8,074-£8,589. Further particulars and application forms from the Registrar, St. Mark and St. John College, Cornwall, to whom applications, together with the names of three referees, should be submitted by the 2nd June, 1975.

CHELTENHAM

ST. MARY'S COLLEGE OF

EDUCATION

Applications are invited for the post of Lecturer in Physical Education. The successful candidate will be responsible for the teaching of Physical Education to students in the College. The post is graded on the Payscale/Houghton Group 5 £8,074-£8,589. Further particulars and application forms from the Registrar, St. Mary's College of Education, Cheltenham, to whom applications, together with the names of three referees, should be submitted by the 2nd June, 1975.

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General Vacancies

THE WIRRIKA STADIUM REQUIRES A YOUTH DEVELOPMENT OFFICER

(Salary £1,896-£2,493)

Applications are invited for this exciting and challenging post.

A Youth Development Officer is needed to liaise with voluntary and statutory organisations (schools, youth clubs, etc.) in developing the extensive range of recreational activities in the Wirrika for young people and to work with young people on a 'non-club' basis. Although the successful applicant will join the management staff of the Wirrika he/she will be expected to develop close links with other youth workers in the area.

We are looking for someone with drive and initiative, preferably with youth and community work experience but above all an understanding of and an ability to work with young people.

Application forms from: Andrew Giles
Wirrika Stadium
Bishops Road
Peterborough

to be returned not later than 12th May, 1975.

THE EDWARD JAMES FOUNDATION

Chief Executive

West Dean College and Trust Estate
West Dean, Chichester, Sussex

Applications are invited for the newly created post of Chief Executive which has been established in connection with the above.

The person appointed will have overall control of both the College, which is running a series of restoration and craft courses, and the Estate with the assistance of a Director of Studies and an Estate Agent.

The post is an interesting and challenging one and will carry a salary of £6,000 per annum, with a house and other amenities and is superannuable.

Applications by letter, marked CONFIDENTIAL, should be sent to the address below as soon as possible, giving full details of qualifications and experience, together with the names of two persons who have agreed to act as referees.

Clerk to the Trustees
EDWARD JAMES FOUNDATION
Estate Office, West Dean, Chichester, Sussex

YOUNG GRADUATE

SLACKIE & SDN LTD. require the services of a young graduate, preferably with a Science rather than an Arts degree, to train as an Academic Representative. He/She will visit Universities, Polytechnics, Colleges of Technology and University Bookshops carrying the academic lists of Slackie, The International Textbook Co. and certain other publishers.

The area to be covered is all England from Birmingham southwards, including London and excluding East Midlands.

The post offers an excellent opening into the selling side of Academic Publishing and could lead also into other publishing departments.

Good basic starting salary, car, 4 weeks holiday, pension scheme and other fringe benefits.

Applicants should live, or be prepared to live, in a central position to the territory named above and be able to start work on 1st June or as soon as possible.

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OXFORDSHIRE

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Overseas

The British Council

invites applications for the following posts:

Director of English Studies (Thailand)

DTEC Language Institute, Bangkok
Graduate with TEFL qualification and considerable experience. UK citizen. Salary: £4,264-£5,524 p.a.
Benefits: aversus and children's allowances; free accommodation; medical scheme; amplyment portion of UK superannuation. Two-year contract, renewable. 75 UO 97

TEFL Adviser/Lecturer (Pakistan)

The People's Open University, Islamabad
Graduate with experience of TEFL and mass media. UK citizen. Salary: in excess of candidate's present emoluments.
Benefits: aversus and children's allowances; free accommodation; medical scheme. Two-year contract. 75 UO 152

English Teaching Assistant (Czechoslovakia)

Pavel Josef Sefarik University, Pilsen
Degree in English or Modern Languages and at least one year's relevant teaching experience. Single candidates only.
Salary: Kcs 2,400-2,500 per month (which is adequate for normal living expenses) plus sterling subsidy of £1,361 p.a. paid in UK.
Benefits: accommodation at nominal rent of 150 Kcs per month; employers' portion of superannuation; medical treatment. One-year contract of 9/10 months, renewable. 75 SU 38

Return fares are paid. Local contracts are guaranteed by the British Council.
Please write, briefly stating qualifications and length of appropriate experience; quote relevant reference number for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

Administration

gwent college students union

of higher education requires

FINANCIAL AND ADMINISTRATIVE MANAGER

To set up and operate procedures for general administration and the control of finances of the Union.

Applicants should be 28-35. Preferably with degree or professional qualification. Some experience of office administration is essential.

Starting salary (currently under review) is £2982 plus thresholds.

Closing date for applications: May 12th 1975
For further details and application form write to: P. Sandilands, Union President, Gwent College of Technology, All yr yn Awen, Newport, Gwent.

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